

Inspection of Holy Family Catholic Primary School, Ingol, Preston

59 Whitby Avenue, Ingol, Preston, Lancashire PR2 3YP

Inspection dates: 2 and 3 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy coming to Holy Family Catholic Primary School. There are positive relationships between staff and pupils. Pupils talk about how well staff support their well-being. Leaders deal effectively with any rare incidents of bullying.

Leaders have created a warm environment that helps pupils to feel happy and safe. They make sure that all pupils, including those with special educational needs and/or disabilities (SEND), are fully included in all aspects of school life. This plays an important part in supporting pupils' well-being.

Leaders have high expectations of pupils' achievement. They are successful in realising this ambition. All pupils, including those with SEND, achieve well.

Pupils are polite and courteous. They live up to staff's high expectations. In lessons, pupils are eager to learn. They show positive attitudes in all that they do.

Pupils have opportunities to take part in clubs and leadership activities. They can be well-being warriors, school councillors and/or prayer leaders. They especially enjoy spending time with the school's therapy dog. Pupils talk with enthusiasm about the school choir and how they are going to perform at a local theatre.

Learning is less successful for children in the early years. This is because leaders have not thought carefully enough about what they want the children to know. This hinders children's preparation for the next stage in their learning.

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

In all subjects, the curriculum has been well designed from the start of key stage 1 to the end of key stage 2. The key knowledge that leaders want pupils to know and by when has been carefully considered. Leaders have ensured that pupils with SEND have their needs identified in a timely way. Pupils with SEND access the same curriculum as their peers. Teachers adapt their teaching effectively so that pupils with SEND learn well.

Pupils typically achieve well. However, this was not the case for the Year 6 pupils who left the school in 2022. They did not achieve as well as they should in the end of key stage reading, writing and mathematics tests and assessments. In part, the impact of the COVID-19 pandemic had an effect on pupils' achievement, as did the rates of absence. However, leaders have recognised that some aspects of the English and mathematics curriculum hindered pupils' learning. They have taken swift and effective actions to tighten up these areas. As a result, pupils' learning in these subjects is secure.

Leaders ensure that teaching staff receive high-quality professional development to deliver the curriculum well. Teachers have strong subject knowledge. They present information clearly to pupils. Teachers mostly check that pupils have learned what they have been taught, but, at times, they do not use assessment information well enough. This means that gaps in pupils' learning sometimes go unnoticed.

Leaders have placed reading at the heart of the school's curriculum. All staff are well trained in the phonics programme. The books that pupils read match the sounds they are learning. Leaders ensure that pupils who are struggling to read get extra sessions to help them catch up. As a result, most pupils become fluent readers. Leaders have ensured that all pupils have access to high-quality books.

Pupils' rates of overall absence remain stubbornly high. Some pupils, including pupils with SEND, do not attend school often enough. This impacts on how well they learn.

Pupils behave well and make the most of their learning time. Pupils who are new to the school, including those who have recently arrived in the country, are made to feel welcome and safe as soon as they arrive.

All pupils have regular access to experiences that support their personal development. They understand how to stay healthy, sustain friendships and show empathy. They learn about respect. Pupils have a mature understanding of discrimination and the importance of equality. This means that they are well prepared for life in modern Britain.

Children in the early years enjoy learning. They are safe and well looked after. However, the curriculum that these children experience is not fully developed. While children are taught number, reading and writing knowledge, they do not get enough opportunities to practise what they have learned. The curriculum is not delivered consistently well across the whole of the early years. This means that, over time, some children do not build knowledge as well as they should, to help them prepare effectively for the Year 1 curriculum.

Staff are proud to work at the school. They comment that their well-being is supported and that leaders are considerate of their workload. Governors are highly involved in the life of the school. They are proud of the improvements that they have seen over recent years. However, they have not asked enough questions around pupils' attendance to help leaders resolve high absence levels.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular safeguarding training. Staff understand how to identify if a pupil might be at risk of harm. Staff act on any concerns promptly. Leaders work closely with parents, carers and external agencies to ensure that pupils get the support they need.

Pupils know how to stay safe. They learn how to manage the different risks that they may be facing in school and in the community. For example, pupils explained confidently how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, teachers do not use assessment information effectively. This means that gaps in some pupils' learning are not remedied quickly enough. This hinders how well they learn. Leaders should ensure that teachers use assessment information more effectively so that they can address gaps in pupils' knowledge quickly.
- Some pupils are regularly absent from school. This means that they do not benefit from the curriculum offer. This hinders their achievement. Leaders should further enhance their work to ensure that pupils attend school regularly.
- Children in the early years do not learn all that they should. This is because the curriculum is not designed well enough, and adults do not give children enough opportunity to practise what they have learned. Leaders should ensure that the early years curriculum is carefully ordered so that children over time learn all that they should in readiness for their next stage.

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	119611
Local authority	Lancashire
Inspection number	10256028
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	194
Appropriate authority	The governing body
Chair of governing body	Bernard Macklin
Headteacher	Janet Westray
Website	http://www.holy-family.lancs.sch.uk
Date of previous inspection	24 October 2017, under section 8 of the Education Act 2005

Information about this school

- There is currently an acting deputy headteacher at the school.
- The local governing body is responsible for the daily breakfast and after-school club.
- Leaders do not make use of alternative provision.

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.
- Inspectors held meetings with the headteacher, acting deputy headteacher, other school leaders and staff, including the special educational needs coordinator.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors met with subject leaders, evaluated the curriculum, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work. Inspectors also looked at the curriculum in other subjects and listened to pupils read.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils.
- Inspectors met with parents and carers at the start of the school day and took account of the responses to Ofsted Parent View, including the free-text responses.
- Inspectors spoke with members of the governing body, the headteacher and other school leaders. Inspectors also spoke with a representative of the local authority, the school improvement partner and a representative from the diocese.
- Inspectors talked with staff about their workload and well-being.
- Inspectors met with the leaders who are responsible for assessment, attendance, behaviour and early years.
- Inspectors reviewed leaders' policies and procedures to keep pupils safe. They discussed safeguarding arrangements with leaders and staff. Inspectors also checked the single central record.
- Inspectors spoke with pupils about safeguarding and their wider experience of school. Inspectors looked at a range of policies and documents related to pupils' and children's welfare and education. They observed pupils' and children's behaviour in lessons and around the school.

Inspection team

Andy Hunt, lead inspector

Ofsted Inspector

Sue Eastwood

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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