

Inspection of Holy Family Catholic Primary School

Holy Family Catholic Primary, Penny Park Lane, Coventry, West Midlands CV6 2GU

Inspection dates: 28 and 29 June 2023

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

What is it like to attend this school?

Pupils enjoy coming to this friendly and welcoming school. From the early years, children learn to play and work well together. Pupils feel happy and safe knowing that other pupils are kind and caring. Older pupils help younger pupils to develop friendships at play times. Pupils understand that bullying is wrong. If it happens, it is dealt with swiftly. Pupils are passionate about their relationships and feel like they are part of a family at this school.

Pupils take pride in their work. They know that teachers want them to achieve well. Pupils settle quickly to the tasks given to them. They 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.

There are many clubs and exceptional enrichment opportunities for pupils to develop their talents and interests. For example, the choir sings in a variety of local events. Pupils enjoy a wide variety of trips and have recently won a local peace award.

Leaders expect pupils to try hard and do the best they can. Pupils respond positively to these expectations because they have developed exemplary attitudes to learning.

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

Leaders provide an interesting and engaging curriculum for pupils. They have identified the knowledge and order of skills that pupils will learn in most curriculum subjects. There is further work to do to ensure that teachers know exactly what to teach and when to teach it. Work has started on this, but it is not fully embedded. In addition, in some subjects, teachers do not always use assessment strategies well to check what pupils know and have remembered.

The reading curriculum sets out clearly what pupils need to know. Leaders have invested in reading books. This helps to ensure that pupils read books that are closely matched to the sounds they are learning. Leaders teach children to read as soon as they start school. In Reception, early readers practise their reading every day. This helps children to develop the skills they need to become confident readers.

Additional reading sessions provide further opportunity for pupils who have fallen behind to practise. 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. There is a wide range of books from around the world, which supports pupils' cultural understanding. Most pupils become confident, fluent readers at this school.

From the early years, leaders identify all pupils with SEND quickly. Clear systems are in place to check and review pupils' progress. Leaders involve parents quickly when support is needed. Leaders ensure that everyone identifies pupils' needs and

understands how to help. Teachers and learning support assistants understand how to support pupils with SEND effectively. Teachers use a range of strategies to adapt learning, enabling pupils with SEND to access the same curriculum as their peers.

Pupils are enthusiastic about their learning and are proud of their achievements. Classrooms are calm environments where pupils can concentrate. Pupils listen carefully and follow teachers' instructions. They respond exceptionally well to staff's high expectations of how they should behave in lessons.

Leaders are highly committed to ensuring that all pupils take part in opportunities to support their personal development. Pupils record their personal, social, health and economic education work in a 'wellbeing journal'. This journal celebrates the uniqueness of each child within the family of the school. Staff encourage pupils to look after their physical, emotional and mental health. Pupils know that individuality makes them unique. They talk about and accept each other's differences readily. For example, across a wide range of books, pupils explore the challenges and successes of children with SEND.

Governors are highly committed to all aspects of school life. They are well informed about the work of the school, including its strengths and areas for development. Governors ask challenging questions to check the effectiveness of school priorities. They hold leaders to account for school improvement. Leaders and governors are mindful of staff workload and work-life balance. Staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established an effective safeguarding culture. Staff receive regular training, which makes them confident to identify and report any concerns. 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.

Pupils learn about safeguarding risks and how to stay safe, including how to stay safe online. The vast majority of parents who responded to the online questionnaire said that their child feels safe at school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of subjects, the curriculum is not planned and sequenced consistently well. Pupils therefore do not develop their knowledge and skills as well as they could. Leaders should ensure that all curriculum subjects are planned

and sequenced consistently well so that pupils know and remember more of the curriculum.

- Some teachers do not use assessment strategies consistently well to check what pupils know and remember. As a result, in some lessons, pupils do not remember the precise knowledge they need for future learning. Leaders should ensure that all teachers use assessment strategies effectively to check pupils' understanding of key knowledge and 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	103726
Local authority	Coventry
Inspection number	10285044
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	446
Appropriate authority	The governing body.
Chair of governing body	Kimberley Keating
Headteacher.	Grainne Griffiths
Website	www.holyfamily.coventry.sch.uk
Date of previous inspection	9 March 2018, under section 8 of the Education Act 2005

Information about this school

- Leaders do not use any alternative provision.
- The Archdiocese of Birmingham acts as a trustee of the school.
- As the school is designated as having a religious character, it is inspected as part of the Catholic Schools Inspectorate. The most recent inspection of this school took place in March 2023.

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 met with the headteacher and extended leadership team, including leaders responsible for SEND, pastoral development and safeguarding.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, English, history, art and design, science and physical education. In addition, inspectors looked at art and design and science. This entailed discussions with teachers, visits to lessons, looking at examples of pupils' work, discussions with pupils and listening to pupils read.
- 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.
- A wide range of school documents were scrutinised, including the school improvement plan, the school's self-evaluation, and curriculum subject plans.
- During the inspection, inspectors reviewed records relating to pupils' behaviour, attendance, exclusions and bullying.
- The lead inspector met with representatives from the diocese, the Coventry local authority monitoring officer and those responsible for governance.
- The inspection team considered how well the school protects pupils and keeps them safe. Inspectors met with the designated safeguarding leader, reviewed a range of documentation and talked to staff and pupils. Inspectors also reviewed the school's safeguarding curriculum.
- The inspectors gathered the view of parents through the online questionnaire, Ofsted Parent View, and the associated free-text comments. Inspectors also considered responses to Ofsted's staff and pupil questionnaires as part of this inspection.

Inspection team

Dawn White, lead inspector

Ofsted Inspector

Heather Simpson

His Majesty's Inspector

Leah Adams

Ofsted Inspector

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