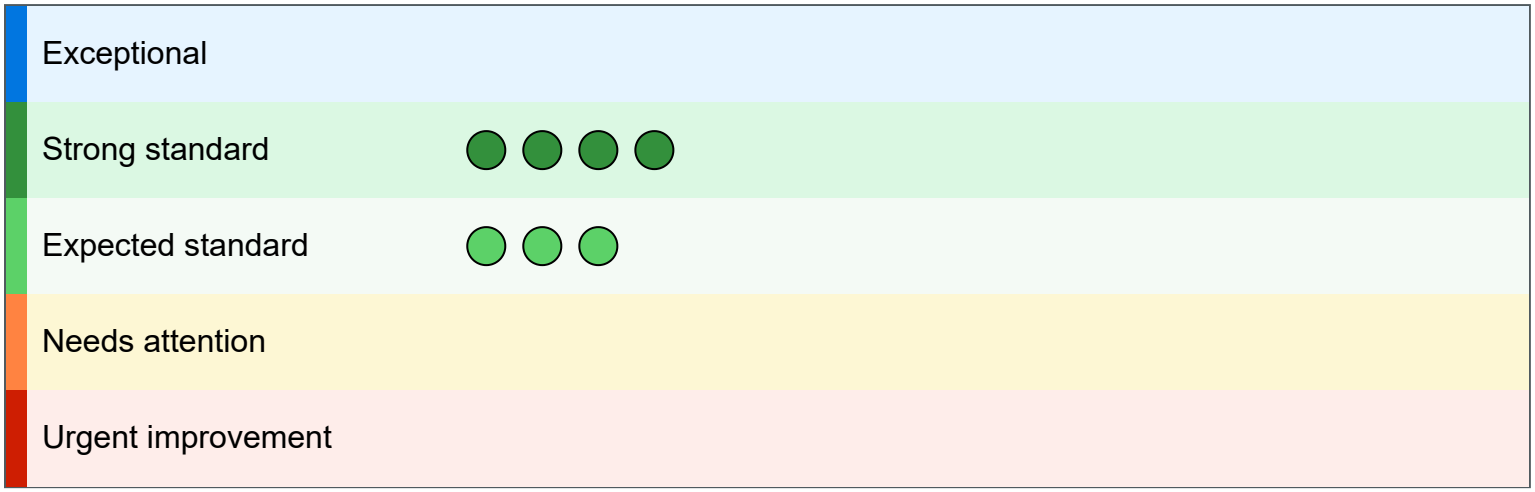
Holy Family Catholic Primary School

Address: High Street, Langley, Slough, Berkshire, SL3 8NF

Unique reference number (URN): 151043

Inspection report: 10 March 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Pupils, including disadvantaged pupils, achieve very well at Holy Family Catholic Primary School. Outcomes in national tests are above the national average across most performance measures. Pupils with special educational needs and/or disabilities make positive progress from their starting points. Pupils read confidently with fluency and recall key number facts. By the end of key stage 1, pupils read accurately and are ready to access the curriculum in key stage 2. The Year 1 phonics screening check reflect this.

Over time, pupils develop detailed knowledge across the curriculum and can recall this securely. Pupils produce high-quality work that demonstrates their understanding and their ability to practise and apply their learning. They can also confidently articulate their learning. Across all key stages, pupils are consistently well prepared for the next stage of their education.

Attendance and behaviour

Strong standard

Leaders have established an effective culture that promotes the importance of attendance. Leaders uphold consistently high expectations of pupils' rates of attendance and punctuality. This work begins in the early years. Attendance is above national figures for all pupils and key groups. Attendance for pupils with special educational needs and/or disabilities and disadvantaged and vulnerable pupils is particularly impressive. Very few pupils are persistently absent. Leaders analyse attendance carefully to identify barriers and ensure that pupils receive timely and effective support. Positive relationships, clear procedures and precise pastoral work help families to improve and sustain attendance further.

Behaviour across the school is calm and respectful. Warm, trusting relationships between staff and pupils contribute to a positive climate for learning. From the beginning of the early years, routines and expectations are explicitly taught, ensuring consistency across the school. As a result, these routines are well embedded and enable pupils to demonstrate positive attitudes towards learning. Learning time is not disrupted. Leaders monitor behaviour closely and adapt support where necessary. Productive work with external agencies strengthens this provision. When behaviour incidents or bullying occur, leaders act swiftly and effectively. Leaders use sanctions, including suspensions, proportionately and in pupils' best interests.

Inclusion

Strong standard

Leaders place inclusion at the centre of the school's work and are rightly proud of the effective provision they have established. They ensure that all pupils, regardless of background or level of need, access a rich curriculum. Staff work proactively to remove barriers so that pupils can participate fully in school life. As a result, pupils feel valued and engage confidently in learning.

Staff benefit from high-quality training that enables them to implement strategies, such as interventions, consistently well. They draw on specialist expertise to understand the needs

of pupils with special educational needs and/or disabilities, those who are disadvantaged and those known, or previously known, to children's social care. Leaders' oversight allows them to check the impact of support carefully and adapt provision when needed. As a result, staff meet pupils' needs effectively.

Staff identify pupils' needs quickly and accurately. From the early years onwards, staff work closely with parents, carers and external professionals to help pupils access learning and make progress from their starting points. These productive partnerships strengthen pupils' confidence and development.

Leaders use additional funding efficiently to widen pupils' access to learning and enrichment. Targeted tutoring and well-planned opportunities help pupils build the knowledge, resilience and self-belief they need to achieve well.

Personal development and wellbeing

Strong standard

Leaders prioritise pupils' personal development and have established a well-designed programme that prepares pupils effectively for life in modern Britain. The curriculum is rich, varied and responsive to pupils' needs. Leaders check on pupils' participation in extra-curricular opportunities closely and use this insight to remove barriers, ensuring that all pupils, including those who are disadvantaged, benefit fully from the wide range of experiences on offer.

The personal, social and health education curriculum is thoughtfully constructed. Leaders support staff with the implementation of this through a scheme of work. It sets out the essential knowledge pupils need and provides regular opportunities to revisit and deepen this learning. Pupils talk with confidence and detail about the topics they study and demonstrate a secure knowledge and understanding of key concepts. The curriculum enables pupils to explore differences in faith, culture and family structure in a safe and respectful way. This helps them to develop tolerance, respect and a growing understanding of fundamental British values.

Pupils learn how to form positive relationships and friendships. They know how to keep themselves safe and healthy, including online. Older pupils gain age-appropriate knowledge about body changes, as well as more complex issues, such as alcohol and drug misuse. Leaders ensure that all pupils can access high-quality pastoral support. Leaders review this regularly so that provision remains effective and responsive.

Pupils take part in a broad range of activities that help them develop their interests and talents. These include learning musical instruments, dance, sports and a variety of art and craft activities. Pupils participate successfully in competitions and contribute positively to their local community, including through links with the church. These experiences help pupils to develop empathy, respect for others and an appreciation of their responsibilities within society.

Expected standard

Curriculum and teaching

Expected standard

Leaders understand the quality of the curriculum and teaching across the school. They use this insight well to deploy staff effectively, allocate resources and refine curriculum content. The curriculum is ambitious and coherently sequenced, with clear end points. It enables most pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, to build the knowledge they need for the next stage of their education.

Teachers have secure subject knowledge and receive support where necessary. They present new learning clearly and, at times, promote purposeful discussion that helps pupils deepen their understanding. Assessment is generally used well to identify misconceptions. However, in some lessons, checks on pupils' understanding are not used sharply enough to address gaps in learning quickly.

Leaders focus on providing pupils with secure foundations in reading, writing, speaking and mathematics. The teaching of early reading is prioritised and consistently effective. Pupils read high-quality texts that develop vocabulary and foster a love of reading. Staff provide useful, extra practise for pupils who need it. However, there is some variability in the teaching and expectations of handwriting.

Teachers typically adapt teaching appropriately for pupils, including those with SEND. Support is usually well targeted, although some tasks could benefit from more carefully selected materials to support learning.

Early years

Expected standard

Staff know children and their families well. This helps children get off to a positive start in the early years, including those who join Nursery. Leaders work closely with parents and carers before children start school, helping them to feel safe and confident from the outset.

The curriculum is well designed and coherently sequenced. It identifies the essential knowledge and skills children need for future learning, with a clear emphasis on communication and language. Staff use ongoing assessment to adapt provision, so activities typically match children's stages of development. The phonics curriculum is well sequenced. This helps children to build up their knowledge of sounds successfully. They practise by reading books that are closely matched to the sounds they know. Most children learn to read accurately and with increasing fluency by the end of the Reception Year. Occasionally, children would benefit from the same high-quality writing resources outdoors that they use indoors.

Children develop a love of stories and rhymes because staff share books thoughtfully and frequently. Staff generally support children's language development well, although, at times, some interactions do not extend children's learning as well as they could. Children also benefit from activities that build balance and coordination. They understand routines, follow expectations and contribute to tidy-up time.

There are appropriate care practices in place for children in the provision. Most children in Nursery develop the knowledge and skills they need for what comes next. Many leave Reception well prepared for Year 1.

Leadership and governance

Expected standard

Leaders use well established approaches to gain a clear understanding of the quality of the school's work. They have an accurate view of the school's strengths and the areas that require further improvement. Leaders identify appropriate priorities and typically implement them in a timely and effective way. The support from the trust strengthens the school's work. Leaders also contribute positively to the wider education system through collaboration across the trust, the diocese and with other schools.

Leaders act in the best interests of pupils and uphold the expected professional standards. They maintain high expectations for what pupils can achieve. Staff and families speak positively about the integrity and visibility of leaders' work. Staff value leaders' approachability and the attention given to workload and wellbeing. They feel listened feel valued and supported in their roles while also contributing to school improvement. High-quality, evidence informed professional learning from in-house provision, the trust and external partners, help to build staff expertise and strengthen practice across the school.

Those responsible for governance of the school understand and fulfil their statutory responsibilities. They provide appropriate challenge and support to leaders. However, not all layers of governance have the depth of knowledge and expertise needed to provide consistently robust challenge. Systems for checking the quality and impact of the school's work typically ensure that they maintain suitable oversight of outcomes for pupils, including those who are disadvantaged. They ensure that additional funding is appropriately monitored.

What it's like to be a pupil at this school

Pupils are happy and keen to attend Holy Family Catholic School. They talk confidently and positively about being part of a welcoming community, where 'every child is precious'. Pupils value the trusting relationships they have with staff and each other. This helps them to feel safe at school. Parents and carers appreciate the positive, caring relationships that staff build with families and the support offered.

The school is an encouraging place, where pupils feel known as individuals. Staff celebrate pupils' uniqueness and this encourages their sense of belonging. Pupils follow a broad and engaging curriculum. In lessons, they show positive attitudes and are keen to contribute their ideas. They behave with integrity and motivate learners, who want to do well. Leaders work thoughtfully to remove barriers to learning so that pupils with special educational needs and/or disabilities, and those who are disadvantaged, can access the same curriculum as their peers. Most pupils progress well through the curriculum and achieve very well.

Pupils behave respectfully and courteously. They value the leadership roles available to them, such as being school councillors or eco-councillors. They understand how these roles

enable them to contribute to school life. Pupils also play an active part in the wider community, for example, through involvement in events at the church. These experiences help them to develop as responsible and caring citizens. A wide range of clubs, including pupil-led opportunities, enables pupils to explore and develop their interests. Educational visits enrich the curriculum and help bring learning to life and prepare pupils well for life in modern Britain.

Breaktimes are sociable and well managed. Pupils play happily together, cooperate well and organise games independently. They learn how to keep themselves safe, including online. Pupils attend well and bullying is extremely rare, and leaders act swiftly and effectively should concerns arise. Pupils know who to speak to if they are worried and trust adults to help them.

Next steps

- Leaders should ensure that assessment is used effectively to check pupils' understanding and to identify gaps in knowledge so that these can be addressed quickly.
- Leaders should establish clear expectations for handwriting and ensure these are applied consistently across the school.
- Leaders should ensure that all staff in the early years maximise the opportunities for high-quality interactions throughout the day.
- The trust should ensure that those responsible for governance have the knowledge and expertise required to provide well-informed and rigorous challenge.

About this inspection

This school is part of St Thomas Catholic Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mark McLaughlin, and overseen by a board of directors, chaired by Catherine Davies.

There was no appointed chair of governors at the time of the inspection.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the board of trustees, governing body, governance professionals as well as the chief executive officer.

Inspectors spoke with several pupils, staff, parents and carers. They considered the responses to Ofsted’s surveys.

The school is a Catholic school in the Diocese of Northampton. The most recent section 48 inspection took place in July 2019.

The inspectors confirmed the following information about the school:

The school does not use alternative provision.

Headteacher: Sara Benn

Lead inspector:
Stuart Bevan, His Majesty's Inspector

Team inspectors:
Lynn Powell, Ofsted Inspector
Lorraine Greco, His Majesty's Inspector
Nic Browne, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 10 March 2026

School and pupil context

Total pupils

454
Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

446
Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

12.89%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.42%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.47%
Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (revised)	77%	62%	Above
2023/24		61%	
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (revised)	88%	75%	Above
2023/24		74%	

Year	This school	National average	Compared with national average
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (revised)	87%	72%	Above
2023/24		72%	
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (revised)	85%	74%	Above
2023/24		73%	
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	78%	47%	Above
2023/24		46%	
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (revised)	89%	63%	Above
2023/24		62%	
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	78%	59%	Above
2023/24		58%	

Year	This school	National average	Compared with national average
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	89%	61%	Above
2023/24		59%	
2022/23		59%	

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	78%	69%	9 pp
2023/24		67%	
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	89%	81%	8 pp
2023/24		80%	
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	78%	78%	0 pp
2023/24		78%	
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	89%	81%	8 pp
2023/24		79%	
2022/23		79%	

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.3%	5.2%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.5%	13.3%	Below

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 🟢

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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