



Holy Family Catholic Primary School

Inspection Report

Unique Reference Number 116397
LEA Southampton LEA
Inspection number 279814
Inspection dates 11 January 2006 to 12 January 2006
Reporting inspector Michael Pye AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Mansel Road West
School category	Voluntary aided		Millbrook
Age range of pupils	4 to 11		Southampton SO16 9LP
Gender of pupils	Mixed	Telephone number	02380773264
Number on roll	380	Fax number	02380512497
Appropriate authority	The governing body	Chair of governors	Mrs C Dickinson
Date of previous inspection	15 January 2001	Headteacher	Mrs M Bryant

Age group 4 to 11	Inspection dates 11 January 2006 - 12 January 2006	Inspection number 279814
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This large Catholic Primary School is situated on the western edge of Southampton in a mixed housing estate. Most pupils come from homes whose socio-economic circumstances are less favourable than average. The percentage of pupils entitled to a free school meal is high. The percentage of pupils from minority ethnic backgrounds is above the national average, though there are very few pupils at an early stage of learning English. The number of pupils with learning difficulties is high, although those with formal statements of need are below the national average. The school has experienced a period of substantial staffing upheaval with an acting headteacher currently in place.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Inspectors agree with the school that its overall effectiveness is satisfactory. The approach of the acting headteacher is one that promotes teamwork and this is leading to improvement. The school gives sound value for money. Overall the quality of the Foundation Stage is satisfactory. Children enter reception with skills and knowledge below those normally expected. Progress is inconsistent and few attain the goals expected for their age by the time they start in Year 1. Standards in writing, reading and mathematics remain below the national average at the end of Year 2, but match those expected nationally by the end of Year 6. The majority of pupils make satisfactory progress. There are however inconsistencies in the progress of pupils with learning difficulties. This partly reflects the insufficient monitoring of the provision and of pupils' achievement in this area. Similarly there is a lack of consistency in the monitoring role of leadership and management in the Foundation Stage. The quality of pupils' personal development and well being is good and the great majority of parents are pleased with the school. It is a welcoming community where most pupils feel secure and enjoy their education. Teaching and learning are satisfactory and have benefited from senior management monitoring and feedback. However there is insufficient rigour in ensuring that areas for development are tackled effectively by some teachers. The governing body monitors the school satisfactorily. There has been satisfactory improvement since the last inspection and an established and qualified teaching staff is now in place. There is a satisfactory capacity to improve.

What the school should do to improve further

* Further raise standards in mathematics, reading and writing in Years 1 and 2. * Improve the monitoring role of the leadership and management of the Foundation Stage and of the provision for pupils with learning difficulties and disabilities. * Make more effective use of the monitoring and evaluation of teaching so as to ensure that teachers work on those areas which have been identified for improvement.

Achievement and standards

Grade: 3

Following a period when pupils were not doing well enough, lesson observations and school assessment data show achievement now to be satisfactory. Changes introduced by the current management are having a positive impact. In particular, the reliable tracking of pupils' progress helps to ensure that underachievement is recognised and challenging targets are set for improvement. On entry to reception most pupils have weaknesses in their knowledge and understanding of the world and have very limited social and language skills. The majority make satisfactory progress towards meeting their early learning goals, but enter Year 1 with standards below those expected for their age. There is insufficient monitoring in the Foundation Stage to ensure that pupils' individual needs, including those with learning difficulties, are consistently met in lessons. Year 2 pupils have achieved below average standards in reading, writing

and mathematics in the past but now make satisfactory progress. Good measures adopted by the school, including small teaching groups for numeracy and literacy, and the effective tracking of progress, are beginning to make an impact. Standards at the end of Year 6 are average in English, mathematics and science and pupil achievement is satisfactory. Provision and standards in information and communication technology (ICT) have improved well since the last inspection. Overall pupils with learning difficulties, vulnerable pupils, and those with English as an additional language are soundly supported. However there are weaknesses in management of the special educational needs with regards to monitoring of progress. There is not a clear enough view of pupils' strengths and weaknesses which leads to inconsistencies in provision.

Personal development and well-being

Grade: 2

Inspectors agree with the school's view that personal development and well-being is good. The caring and nurturing ethos of the school accentuates pupils' moral and social development. Relationships are warm and respectful. Most pupils are polite, considerate and caring and behaviour is good. Most pupils enjoy coming to school. The few pupils with challenging behaviour are well supported. Pupils willingly take responsibility around the school, and enjoy being a part of the school community. They are enthusiastic about the School Council. This successfully helps them to develop the skills of co-operation and teamwork. Pupils' good personal development is well demonstrated by their increased involvement in the parish mass and their appreciation of the needs of others. The Catholic message of caring is well reflected in the eagerness shown by pupils to raise funds for various charities. Moral and social development are good. Cultural development is satisfactory, although pupils are insufficiently aware of the multi-cultural nature of society. Attendance remains below the national average but has gradually improved as a result of a range of effective school actions. Parents, however, continue to remove pupils from school for holidays during term time. The school has taken successful measures since the last inspection to improve punctuality. Pupils are well aware of the importance of healthy diet and lifestyles. Younger pupils receive fruit each day and there is a strong emphasis on exercise. Pupils co-operate well and together with their progress in key areas such as ICT, helps prepare them well for the future.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning throughout the school, including the Foundation Stage are satisfactory. Pupils demonstrate some good attitudes to learning. They like the praise and support they get from their teachers and want to do well. Almost half of lessons observed were good lessons where much was demanded from the pupils. Skilful questioning by teachers meant that pupils had to think hard and explain their answers. Pupils judge the extent of what they have learnt because teachers regularly review

the aims of the lesson. Teachers' planning is good with attention now paid to identifying work for pupils of different ability. However, in the Foundation Stage, teachers are not always setting tasks that sufficiently meet the individual needs of pupils. On occasions, teacher-led sessions are overlong and result in less effective learning taking place. There are inconsistencies in how effectively teaching assistants are used in lessons to help pupils with learning difficulties. The underdeveloped monitoring role of the Foundation Stage and special needs co-ordinators contributes to these inconsistencies.

Curriculum and other activities

Grade: 3

The curriculum, including that of the Foundation Stage is satisfactory. The school is increasingly developing some good links between subjects. For example, when Year 6 pupils linked their learning about Macbeth in English to designing shoes in technology then pupils' learning was well reinforced. Pupils with learning difficulties and disabilities and children in the Foundation Stage would particularly benefit from the more consistent delivery of such approaches in all subjects. Good use is made of specialist secondary school staff to teach specific skills. Pupils become well aware of healthy and safe living through their personal, social and health education, and science lessons. Pupils benefit well from a good range of sporting activities, and the improvement since the last inspection, to the outdoor area in the Foundation Stage. There is a satisfactory range of clubs and together with the residential trip contributes effectively to the development of teamwork and some good skills for later life.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. Pupils receive good personal and social care. Staff create secure learning environments and pupils feel valued and safe. Some bullying takes place, but pupils feel that the school deals promptly with such incidents. They say that things have improved as a result of the introduction of a behaviour system which involved parents, pupils and school staff. Pupils say that teachers listen to them and are always willing to help. Pupils from minority ethnic groups and the few looked after children are supported well by the school, although the quality of the monitoring of pupils with learning difficulties is inconsistent. The school has appropriate arrangements for safeguarding pupils. Health and safety routines are well established, as are child protection procedures. Pupils' progress is generally well monitored as a result of the recent introduction of an effective tracking system. Pupils have a better understanding of how well they are doing as a result of good target setting and some good marking by teachers.

Leadership and management

Grade: 3

Inspectors agree with the school that leadership and management are satisfactory. The senior management team has evaluated well and overseen some recent improvements which are having a positive effect on the school's performance. Many of these are the result of the acting headteacher encouraging managers to take responsibility for overseeing some effective developments in areas such as assessment, mathematics and science. "This school is improving" wrote one parent. The majority of parents are supportive of the school although some are concerned by the lack of a permanent headteacher. Since the last inspection provision and standards in ICT, design technology and physical education have been satisfactorily improved. However there is a need to improve some areas of leadership and management. The role of the special needs co-ordinator is insufficiently focused on tracking individual pupils' progress, and in ensuring the more efficient use of support staff. The current manager of the Foundation Stage has other responsibilities and has insufficient opportunity to oversee the quality of provision or to monitor teaching. Until recently there has been insufficient analysis of the school's strengths and weaknesses. Regular evaluation involving parents, pupils and school staff is now being effectively used to determine improvements. The establishment of performance management has helped to develop teachers' skills. Teachers are now clearer about school targets and what needs to be done to improve standards. More effective use could be made of the monitoring of teaching to ensure that teachers build on areas for improvement. The governors have extended their role and are more aware of the school's strengths and weaknesses. This, along with training, enables them now to increasingly challenge the school. There is a satisfactory capacity to further improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	NA
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

You will remember our visit to your school and we were very pleased with the warm welcome you gave us. We really enjoyed talking to you and listened carefully to what you told us. You said you enjoyed school and we agree with you that you get a satisfactory education at Holy Family.

We also liked the way that you have improved the speed at which you learn new things. This is partly because teachers are helping you to know how to improve your work. The way that you work together and care for each other was very encouraging. Your behaviour was good, although there are still a few pupils who could sometimes improve the way they behave.

More of you are coming to school more regularly but there is still room for improvement. We liked the way you get involved in the many opportunities you have to exercise and keep healthy. We have asked your school to work on these things now: * To help you to further improve your reading, writing and mathematics in Years 1 and 2. * To make sure that the Foundation Stage and the special needs area are watched more closely by those responsible for them. * To help your teachers improve some important areas of their teaching.