



Holy Family Catholic Primary School

Inspection Report

Unique Reference Number 103726
Local Authority Coventry
Inspection number 286736
Inspection dates 1–2 February 2007
Reporting inspector Carol Worthington

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

Type of school	Primary	School address	Penny Park Lane
School category	Voluntary aided		Coventry
Age range of pupils	3–11		CV6 2GU
Gender of pupils	Mixed	Telephone number	024 76333631
Number on roll (school)	449	Fax number	024 76333944
Appropriate authority	The governing body	Chair	Kevin Caldwell
		Headteacher	Carmel Farrelly
Date of previous school inspection	8 July 2002		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large primary school. Almost all children are White British and just over 80% are Catholic. The proportion with learning difficulties or disabilities is currently average, but fluctuates from year to year. Attainment on entry to the Nursery is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with excellent features. The headteacher's outstanding leadership is characterised by a constant striving for excellence, in which she is completely supported by the senior leadership team and the whole school community, including the governing body which gives excellent support. The excellent teaching in the Foundation Stage very soon enables children to become confident, independent learners who really enjoy school and make rapid progress. The school's outstanding care, guidance and support are continuous and produce well mannered, polite children who have the confidence to make moral choices and show respect and tolerance for those who are different. Their personal development and well-being are excellent.

Leadership and management are good throughout the school and excellent in the Foundation Stage. The school was not given any substantial areas for improvement at its last inspection, but has nevertheless made significant gains, particularly in its rising standards and partnerships with other schools and organisations that enrich the curriculum. Very thorough monitoring and evaluation of teaching and learning ensure that they are consistently good, and because of this, pupils make good progress and achieve well. Standards are above average by Year 6 in English, mathematics and science. Pupils are well equipped in literacy and numeracy for the secondary curriculum, but they are not given enough opportunity to develop skills in information and communication technology (ICT). Teachers are always keen to find new ideas to improve their pupils' learning, and the recent introduction of the International Primary Curriculum has already resulted in some exciting challenges in science and technology, which pupils say they particularly enjoy because they have opportunities to learn more independently. Those of higher ability, however, are not always sufficiently challenged and do not always achieve their full potential in lessons, though the school has now identified more able readers and writers with a view to addressing this.

Parents are generally supportive and highly appreciative of what the school offers their children, but some take them out of school for family holidays and this depresses the attendance rate.

What the school should do to improve further

- Give more opportunity for pupils to improve their ICT skills by enabling them to use computers more in all subjects.
- Give pupils of higher ability more extension work in lessons to help them reach their potential.

Achievement and standards

Grade: 2

Outstanding provision in the Foundation Stage results in excellent progress, particularly in personal, social and emotional development. This enables children to interact well and to gain the confidence and independence to learn. By the end of Reception, almost

all children have met the early learning goals and are ready for the challenges of the National Curriculum. Progress continues to be good during Key Stage 1 and pupils achieve well. By the end of Year 2, they attain above average standards in reading, writing and mathematics. In Key Stage 2, the good progress and achievement continues. In the 2006 national tests, the value added by the school was significantly above average. This is particularly notable as well over half the boys in that year had learning difficulties or disabilities. The outstanding progress this group made was due to the excellent guidance and support they received from the school's special needs provision. The school's focus on the development of English, particularly writing, was particularly effective in both key stages in 2006.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. Pupils are enthusiastic about their work and show a firm commitment to learning. As a result, their behaviour in class and around the school is excellent and is often commented on favourably by parents and visitors to the school. Pupils thoroughly enjoy school; they feel safe and highly appreciated. Their spiritual, moral, social and cultural development is outstanding and reflects the Catholic ethos of the school. Pupils' social skills are strong and, as a result, they get on very well with each other and with adults alike. They are highly capable of reflecting on their actions and those of others, and do not hesitate to make moral choices when the need arises. Through the school's growing international links, pupils are becoming increasingly aware of the different cultures in the world and they learn to respect those different from their own. Attendance is slightly below the national average because some parents take their children away for holidays in term time. The school is taking a range of constructive steps to address this.

All pupils regularly participate in an extensive range of physical activities, both in and out of school hours. They are highly aware of the concept of maintaining a healthy way of life. They learn about a balanced diet and put this knowledge into practice by eating fruit and vegetables as a matter of routine. Pupils are conscious of securing their own and others' safety in lessons and beyond. Their willingness to go out to the local community to entertain the elderly, for example, and their acute awareness of the need to protect the environment are sure signs of their commitment to making a positive contribution for the common good. Through running small enterprises, such as the school tuck shop, pupils are beginning to learn some entrepreneurial skills. Their proficiency in literacy and numeracy is helping to prepare them well for their future.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good throughout the school, with particular strengths in the Foundation Stage and upper Key Stage 2. Teachers plan together for their particular

year groups. This ensures that good practice is shared and that all pupils study the same topics. Teachers use clear success criteria so that pupils understand what is required of them; they are beginning to work out for themselves how far they have met these criteria. The work of the more able pupils, however, shows they are not always fully challenged with more difficult tasks or extension work. Learning is accelerated by the well trained support staff, who help pupils with learning difficulties or disabilities particularly well, and at times, those of higher ability.

Teachers make particularly good use of questioning, and this often leads to lively debate, developing pupils' confidence and spoken English well. Teachers show great enthusiasm and enjoy seeing their pupils learn. This makes for exciting project work, the evidence for which can be seen in models all over the school. In a corridor, for example, there is a model of a tranquil woodland habitat, and in a Year 6 classroom a working funfair and models of the Iron Man. In the nursery playground is a little pigs' house being built of real bricks by children themselves, with expert help. Marking and assessment are very thorough in English, mathematics and science. Pupils are given guidance on how well they have done and how to improve, so their literacy and numeracy develop to a high standard, preparing them well for the demands of secondary school. Teachers' use of ICT in class is good with interactive whiteboards, but they do not plan for their pupils to use computers often enough. The development of such skills, therefore, does not match those of literacy and numeracy.

Curriculum and other activities

Grade: 2

The good curriculum successfully meets pupils' needs and interests from the moment they begin the Foundation Stage. The recent introduction of the International Primary Curriculum is broadening opportunities for some exciting projects where literacy is being enriched by creativity, as in Year 5's study of Spain, which encompasses Flamenco dancing and the learning of the Spanish language. Music is a particular strength of the school; many pupils take the opportunity to learn an instrument and to sing in the choir.

The focus on developing basic skills in literacy and numeracy is good. Equipment in the newly refurbished ICT suite is up to date, but not all pupils have regular opportunities to work there to develop their computer skills. There is a good range of visits and visitors that contributes significantly to pupils' personal and academic development. The school council's choice of a day trip to Birmingham's Sea Life centre, for example, had pupils in the winning house bubbling with excitement. Year 6 pupils enjoy the annual residential trip to Wales, and there is a very good range of out-of-school activities that help to make school interesting and enjoyable. Many of these activities help the children to stay fit and enjoy competition.

Care, guidance and support

Grade: 1

The care, guidance and support for pupils are outstanding. Together, they contribute significantly to the good progress pupils make in their academic work and to the

excellent behaviour displayed everywhere in school. Adults are fully committed to and are successful in creating a safe and orderly school. As a result, pupils feel secure and know that their concerns will be heard. They also appreciate the good examples that adults in the school set for them. Pupils were eager to disclose to inspectors that in encouraging them to eat fruit, adults themselves are keen to be seen eating fruit.

Child protection arrangements are in good order and working well. The well considered transition arrangements ensure smooth passage for pupils transferring to secondary school, and for children moving from the Foundation Stage to Year 1. This particular process is meticulously planned to guarantee continuity of skills essential for success in Key Stage 1 and beyond.

The care for academic development is equally effective. Assessment arrangements are secure and provide rich information for staff to track pupils' progress as they move through the school. The information helps staff to identify pupils who are making the expected progress, as well as those who exceed their targets and those who stand still or regress. A range of effective intervention programmes is now available to ensure that all pupils, including those with learning difficulties or disabilities, make at least good progress. High ability pupils are not always given the best opportunity to fully reach their potential, however, but the school is starting to address this for able readers and writers. Teachers are adept in establishing effective links with other local schools and agencies, including businesses such as the Jaguar plant, to promote pupils' personal development.

Leadership and management

Grade: 2

Leadership and management are good overall, and they are excellent in the Foundation Stage. The headteacher is excellent. She has a very clear vision for the school and, with the leadership team, has created first rate conditions for learning and brought about a drive for continual improvement. As a result, pupils' personal development is excellent and above average academic standards at the end of Key Stage 2 have been maintained and improved annually.

Strong and consistent leadership has ensured that very thorough systems are used for evaluating aspects of the work of the school. The school improvement plan clearly identifies the school's priorities and past initiatives are reviewed thoroughly to assess their degree of success. However, systems for evaluating cost-effectiveness and value for money in some areas are not as rigorously applied. The capacity for the school to improve further is good. The leadership team has a clear understanding of the necessary developments required to move the school forward. The views of the parents and the pupils are always carefully considered. Subject leaders manage their areas effectively, although systems to assess the pupils' work in subjects such as history, geography, art and design and technology are not yet fully developed.

The governing body provides excellent support to the school. Governors train regularly and are fully committed to the school. They oversee all aspects of the school's provision and make regular visits to keep in touch with how things are going. Their role in

challenging the work of the school and assessing key areas for future development is very well developed.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome when we visited your school this week. You were very polite, helpful and friendly and we really enjoyed our visit. Yours is a good school where some things are excellent. The progress you make and the teaching you receive are good.

What we most liked about your school

- You are very good at reading and writing and do well in most things.
- You enjoy your new, exciting curriculum and work well independently.
- You have lots of opportunities to do music and sports.
- You act extremely responsibly and care about your environment and your own health.
- Members of staff help you to learn well and to behave sensibly.
- Your teachers are kind and caring and look after you outstandingly well.
- The headteacher, members of staff and governors are working hard to make the school even better.

What we have asked your school to do now

- Help you to improve your skills in ICT.
- Give more difficult work to those of you who finish your tasks easily so that you can achieve more.

We thoroughly enjoyed listening to you and watching you learn. We wish you all well in the future.