



# Holy Family Catholic Primary School

## Inspection Report

**Unique Reference Number** 106345  
**Local Authority** Trafford  
**Inspection number** 287494  
**Inspection dates** 28 February –1 March 2007  
**Reporting inspector** Steve Rigby

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

<b>Type of school</b>	Primary	<b>School address</b>	Old Hall Road
<b>School category</b>	Voluntary aided		Sale
<b>Age range of pupils</b>	3–11		Cheshire M33 2JA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 9625397
<b>Number on roll (school)</b>	197	<b>Fax number</b>	0161 9625397
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Fr Butterworth
		<b>Headteacher</b>	Mrs D Penny
<b>Date of previous school inspection</b>	25 June 2001		

<b>Age group</b> 3–11	<b>Inspection dates</b> 28 February –1 March 2007	<b>Inspection number</b> 287494
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Holy Family Catholic Primary is a smaller than average sized school which serves its local parish. Numbers within the school are increasing partially due to the recently established Nursery. Attainment on entry is in line with that expected nationally for children of this age. The vast majority of pupils are of White British heritage and from a range of differing social backgrounds. The proportion of pupils with learning difficulties and/or disabilities is above average, with a lower than average number of few pupils having a statement of special educational needs.

## **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 some strong features in its provision that enables pupils to achieve well. The vast majority of parents are very supportive of the school and the education it provides for their children. The school's self-evaluation of its own effectiveness is accurate.

On entry to school, children have average skills for their age. In the Foundation Stage the children's learning is well managed, organised and progress is closely monitored. It provides a secure base for learning in Years 1 and 2. All pupils achieve well from their starting points during their time at the school. Standards fluctuate due to the small size of some of the year groups and the significant numbers of pupils with learning difficulties and/or disabilities in each class. However, school records show that overall, pupils make good progress. Although in 2006 standards at the end of Year 6 were below average, this represented good achievement for this group from their starting points. Pupils do particularly well in science due to good teaching and a strong emphasis on practical investigations. The school has worked hard on implementing new strategies aimed at raising standards in writing and these are proving to be successful. The quality of writing throughout the school has improved due to a more consistent approach in teaching methods. The school has correctly identified that pupils' problem-solving and calculation skills in mathematics could be better and has highlighted these as the next area for improvement. The work is at an early stage and there is more to be done to ensure pupils' skills are developed systematically throughout school.

Effective leadership and management have been able to ensure that the majority of pupils achieve well. The school has recently employed a number of new staff including a new deputy headteacher. This has allowed the headteacher in a comparatively short time to create a senior management team that is committed to raising standards. A knowledgeable and committed governing body also provides support as a critical friend in helping raise levels of attainment. The Nursery has been well established and together with the Reception class has led to an effective Foundation Stage where children achieve well.

The impact of teaching on pupils' achievement is good. The best teaching promotes pupils' involvement in their own learning. Positive relationships are in evidence in all classes and these contribute effectively to the opportunities pupils have to work together. Pupils with learning difficulties and/or disabilities have good support and this helps them make good progress. However, in some lessons the lack of additional adult help to focus pupils' attention when they are working in their groups slows their learning.

The school provides a broad and balanced curriculum enriched by a wide range of extra-curricular activities and visits. Pupils say that they enjoy school, have positive attitudes and behave well. This is reflected in good levels of attendance and pupils' willingness to engage themselves in the wide range of opportunities provided. The school demonstrates through its personal, social and health education curriculum the importance it places on providing pupils with good pastoral care and the promotion

of healthy lifestyles. The school is good at evaluating its own performance and the impact changes have on its pupils' performance. This contributes to the school's good capacity to make further improvements.

### **What the school should do to improve further**

- Improve pupils' skills in problem-solving and calculation in order to help raise standards and achievement in mathematics.
- Seek ways of providing additional support to focus pupils' learning when working in group activities.

## **Achievement and standards**

### **Grade: 2**

Children enter the Foundation Stage with levels of attainment that are generally in line with those found nationally. The new Nursery has a positive impact on pupils' achievement, providing an imaginative and creative environment that helps the majority of children to reach the standards expected of them. In Years 1 to 6, all pupils achieve well and make good progress. Achievement in science is particularly good with pupils reaching the challenging targets that they have been set. This is due to good quality teaching and a clear focus on pupils' learning. Overall, standards at the end of Year 6 are significantly affected by the small size of some of the year groups and also by the number of pupils who have learning difficulties and/or disabilities. Hence in 2006 standards were below average. A strong emphasis on writing is helping to raise standards. This is reflected in the written work across the school and it is having a positive affect in raising pupils' achievement, with children talking of the new initiatives with enthusiasm. Some aspects of mathematics are weaker due to staffing changes and the more recent stronger attention given to writing. This has resulted in gaps in pupils' mathematical knowledge.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils report that they enjoy school and feel they work in a warm and caring environment. They respond well by demonstrating considerate behaviour, positive attitudes and good attendance. A few parents expressed concerns about behaviour but this is well managed and there were no signs of inappropriate behaviour during the inspection. In some classes behaviour sometimes slips when there is insufficient adult help to keep the pupils on track and in these cases pupils become noisy.

Pupils' spiritual, moral, social and cultural development is good and this was reflected in assemblies that reinforced the caring values of the school. Pupils are learning to understand their feelings and appreciate the lives of others. They are developing an insight into sustainable environments and raising their understanding of their place in the world. Pupils gain a good understanding about their rights and responsibilities,

and demonstrate a secure level of social responsibility, especially through their school council. During lessons pupils take care about their work, involving themselves well in class discussions. They are encouraged to work with others and often take the initiative with this. However, some of the younger children find it difficult to take turns and share resources. Pupils have a good awareness of how to stay fit and healthy and are keen to eat healthy food and take part in many of the opportunities provided to stay physically fit.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Teachers manage pupils' behaviour effectively and as a result, a positive atmosphere and good relationships are seen in all classes. Lessons are well-planned with clear learning objectives that are shared with pupils at the start of class. Pupils' progress is closely tracked and the information used to plan activities tailored to individual needs. Interactive whiteboards are often used well to hold pupils' attention and engage them in their learning. Pupils particularly enjoy learning when they have the opportunity to find things out for themselves. For example, when carrying out investigations in science. Teaching assistants when allocated to a specific lesson make a good contribution to learning especially in supporting those pupils with learning difficulties and/or disabilities. In some lessons pupils' progress slows during the group activities because there is no additional adult support to help keep them fully focused on their learning. In the Foundation Stage the quality of teaching and learning is good. Activities are well-planned to provide a good balance between teacher-led activities and those for pupils to choose themselves. However, in mathematics lessons, as the school correctly identifies, there is a need for greater focus on calculation and problem-solving activities.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is well organised and meets the needs of individuals well. It is enriched with a wide range of out-of-school clubs including sports, arts and crafts that enhance pupils' learning. These are much enjoyed and well attended. A well-planned programme to develop pupils' personal and social skills is successfully helping pupils to gain confidence in expressing their thoughts and feelings and gain a good understanding of how to keep themselves safe. Pupils have good opportunities to practise their writing skills in subjects across the curriculum. They enjoy the new initiative 'Big Writing' and feel that this is helping them to improve the quality of their writing. The move from having a central computer suite to using laptops within the classroom is proving successful with pupils. They find that access to laptops in the lessons is more fun because they can use information and communication technology (ICT) in a range of subjects. Older pupils showed good skill levels in their ICT and this reflects the knowledgeable and good quality teaching they receive.

## Care, guidance and support

### Grade: 2

Care, guidance and support are good and strengths of the school. Adults in school are fully committed to ensuring that pupils are safe and well cared for. Child protection procedures and health and safety arrangements are fully in place. Pupils with learning difficulties and/or disabilities are well supported in their learning. Good links with outside agencies ensure that these pupils are supported to play a full part in school life. Pupils feel that bullying is rare but are confident that teachers will help them if any difficulties or problems arise. Pupils' academic progress is tracked well and is used to identify targets and those needing additional help to boost their learning. Pupils say this is a happy, caring school because 'Everyone cares about other people'. Pupils have good opportunities to assess how well they are doing in their work and are given good advice on how to improve. They are aware of their individual targets and can confidently explain their next step in learning. In some classes pupils do not always have additional help and this lack of guidance impacts on their learning.

## Leadership and management

### Grade: 2

The leadership and management of the school are good. The headteacher and the newly formed leadership and management team are providing firm guidance and a clear vision in leading the school forward. Self-evaluation systems are vigorous and accurate. These systems lead the school to a good understanding of its strengths and where it needs to improve. For example, the new mathematics coordinator has analysed results in greater detail than previously and highlighted areas where pupils could do better, calculation and problem-solving being identified as weaker areas. The school is starting to address these issues with the support of the local authority. Since the last inspection the school has closely monitored each individual pupil's level of performance, teaching and learning, the quality of its curriculum and how other stakeholders feel about what the school does. As a result, pupils have made good progress due to a greater focus on their learning.

The school has improved its links with parents and the majority of parents express their support of the school and the education that it provides. The governors provide valuable pastoral care linked to the church and parish. They are knowledgeable and hold the school to account for its performance. They have improved the level of provision by taking a full role in new staffing appointments and in the building of the new Nursery. The school is well placed to continue to improve and provides good value for money.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
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

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

### The quality of provision

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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	2
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**

As you know my colleague and I visited you recently to find out how well you have been learning at school. We would like to thank you for making us both so welcome and sharing with us your ideas and opinions about your school.

The following is what we judge to be particularly good about your school.

- You are taught well so you are making good progress in your learning.
- You have many interesting things to do especially going on visits and the many after-school clubs on offer to you.
- You really enjoy your school.
- Your behaviour is good and you get on well together.
- The adults in the school look after you very well.
- Your parents and carers are pleased that you come to this school.

What I have asked your school to do now.

- To improve your skills in problem-solving and calculation in mathematics.
- To seek ways of providing additional support to help you when you are working in your groups.

Thank you for talking to us about your school and letting us watch you learn. We hope you will continue to work hard and do your best.