

# Holy Family Catholic Primary School

## Inspection report

---

<b>Unique Reference Number</b>	104468
<b>Local Authority</b>	Knowsley
<b>Inspection number</b>	308608
<b>Inspection dates</b>	24–25 September 2008
<b>Reporting inspector</b>	Sheila O'Keeffe

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	305
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Clare Cooke
<b>Headteacher</b>	Mrs Carroll Hamilton
<b>Date of previous school inspection</b>	23 June 2003
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Arncliffe Road Halewood Liverpool Merseyside L25 9PA

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	24–25 September 2008
<b>Inspection number</b>	308608

**Telephone number**  
**Fax number**

151 2828971  
151 4210417

<b>Age group</b>	3-11
<b>Inspection dates</b>	24-25 September 2008
<b>Inspection number</b>	308608

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Holy Family Catholic Primary School is a slightly larger than average primary school.

The school has had an influx of groups of pupils due to local reorganisation. The vast majority of pupils are of White British heritage. A very small number of pupils are Chinese, Asian or Black British. A higher than average number of pupils is entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities is lower than the national average. The school holds the Healthy Schools, Silver Eco-Schools, Bronze International Award, Gold Clean Air, Bronze Artsmark and Information and Communication Technology (ICT) Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Holy Family Catholic Primary is a successful school. The quality of education and value for money provided are good. The school has maintained standards through a challenging period of change during which an influx of pupils joined the school due to local reorganisation, and this was coupled with staff changes. The exceptionally good levels of care and support provided for all pupils, particularly pupils who need extra support with their work, are central to the school's work. The school maintains excellent links with parents and outside agencies to ensure that pupils are safeguarded and given every opportunity to succeed. The outstanding personal development of the pupils is due to the school's caring atmosphere, in which pupils are highly valued, and the strong links with outside agencies. Pupils' behaviour, cultural awareness and appreciation of healthy lifestyles are all excellent. The parents are highly appreciative of what the school provides and comments such as 'My children have an excellent relationship with staff and always speak enthusiastically about school,' typify parents' views.

Most children join Nursery with the skills expected for their age. Achievement is satisfactory in Key Stage 1 and good in Key Stage 2. By the end of Year 6, standards are above the levels expected in English, mathematics and science. This includes the small number of pupils from minority ethnic groups, and is because of the good curriculum and rich, stimulating education provided.

Teaching and learning are good overall with some outstanding practice. Teachers use imaginative methods, including practical experiences, which help pupils to understand and make learning enjoyable. Highly effective levels of adult support ensure that pupils learn successfully in lessons. However, the challenge for some of the more able pupils in some lessons is not always sufficient to enable pupils to reach their full potential. Marking is constructive with clear targets. The school has a precise knowledge of where individual pupils are up to in English, mathematics and science and what they need to do next. Assessment routines are used well to ensure no pupils fall behind.

The quality of leadership and management is good. The checking of most aspects of the work of the school is done rigorously and reveals where the school and pupils are doing well and where more attention is needed. Consequently, senior staff are well aware of the school's many strengths, although assessment information is not fully exploited to ensure all teaching is as effective as the best. The school has good examples of its contribution to community cohesion within its own school community, local community and further afield. School self-evaluation is good. Inspection findings endorse the school's judgements in every area and point to even better outcomes in care, guidance and support than the school had initially considered. This is because no pupils are allowed to underachieve. Significant improvements in writing standards made over the past 18 months provide a clear illustration of the school's capacity to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The Early Years Foundation Stage is effective. The quality of provision and standards are good. Children achieve well. Although most enter Nursery overall with attainment typical for their age, many start experiencing difficulty with recognising letters and sounds, writing and calculating. Good teaching and high quality support and the provision of stimulating activities enable children to improve quickly. By the end of Reception most children achieve learning

goals expected for their age in all areas of learning. An exemplary level of care is provided in Nursery and Reception and very productive relationships are established with feeder Nurseries and parents. Consequently, children's early personal development is outstanding and the achievement in this area exceeds that expected for their age.

Stable and effective leadership of the Foundation Stage is at the root of its success. The quality of teaching and learning and children's attainment is carefully checked. Where any weaknesses arise, swift action follows. For example, the recently introduced programme of developing children's skills in linking letters and sounds is being tightly monitored and is already raising achievement in this area.

Similarly, the school has looked closely at the extent to which the assessment of children's learning influences future planning. To this end, the school has produced 'learning stories' which communicate how well children are learning to staff and parents, making clear what the next learning steps should be.

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

- Ensure that a good level of challenge is provided for the more able pupils in all classes, to ensure they fulfil their potential.
- Use the evidence gained from pupils' assessment even more successfully to ensure all teaching is as effective as the best.

## **Achievement and standards**

### **Grade: 2**

Following a good start in the Early Years Foundation Stage, pupils' achieve satisfactorily in Years 1 and 2. By the end of Year 2, standards are broadly average in reading, writing and mathematics. From Year 3 onwards pupils achieve well. By the end of Year 6 standards are above average overall, as they have been over recent years, taking into account a large influx of pupils who joined the school. The school has maintained its standards by setting challenging targets and ensuring that individual pupils do not fall through the net. This is why almost all pupils, including those who receive additional support, reach the levels expected. Whilst many of the more able pupils reach the higher levels of which they are capable, a small number do not fulfil their potential because they need more challenge in some lessons.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. An example of their very good social development is how well the number of pupils joining the school from a neighbouring school have integrated, settled in and are happy.

The school provides excellent opportunities for reflection in assemblies and circle time. Pupils understand the differences between right and wrong and show great awareness and consideration for the needs of others.

The curriculum has been designed to broaden pupils' knowledge of other cultures. The school has excellent links with outside agencies to promote healthy living and staying safe. The school has had no exclusions in the past three years due to its ethos that fosters excellent attitudes, behaviour and enjoyment of learning in the pupils. Attendance is in line with the national figures and improving. Pupils contribute extremely well to school life and to their immediate

and wider community. The school teaches Spanish and has links with a school in Spain. Pupils are equipped with good basic skills in literacy, numeracy and ICT, which contribute towards their good preparation for transfer to secondary school and their working lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Lessons are lively and interesting, involving practical activities. Classroom management and relationships are good. Consequently, behaviour is excellent and pupils are able to settle well to their work and make progress. There are examples of outstanding teaching in Year 3 and Year 6 where it is imaginative and pupils are inspired to produce good work. In the majority of lessons, teachers' planning ensures work is matched well to pupils' different needs so they are challenged and able to make good progress. Lesson objectives are clear and teachers' expectations are shared with pupils. Pupils are clear about what they have to do and make good progress. The majority of lessons are delivered at a good pace and pupils are actively engaged and motivated to do well. Skilled teaching assistants are deployed across classes and meet pupils' needs well. They make a highly effective contribution in supporting the work of groups and individuals, and particularly help pupils with learning difficulties and/or disabilities to achieve well. Marking is regular and constructive with clear targets, giving pupils good, encouraging feedback on their strengths and how they can improve. There are a few occasions when pupils listen and watch for too long without being able to find things out for themselves.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is broad, rich and well planned. It fosters creativity, includes an excellent range of additional activities, such as educational visits and out of school clubs which motivate pupils to learn and significantly enhances their enjoyment of school. The curriculum includes a particularly good social and emotional programme. This is a major factor in helping pupils to keep safe and stay healthy and in promoting their excellent personal development.

The curriculum is sensitively adapted to cater for the needs of pupils who require additional support, for example, through the individual and small group sessions. This leads to their good progress. The school is increasingly turning its attention to the needs of the more able, gifted and talented pupils to ensure that the curriculum is sufficiently challenging to meet all their needs in all situations.

### **Care, guidance and support**

#### **Grade: 1**

The outstanding care, guidance and support make a significant contribution to pupils' personal development and well-being and to their achievement. Measures to keep them safe are firmly in place. Pupils' emotional development is extremely well nurtured through the mentoring programmes and the constant focus of all staff on their well-being. Teachers give excellent academic guidance and encouragement through the marking of pupils' work and setting targets for improvement. A first class job has been done on integrating new pupils into the school. New pupils feel safe, included and happy.

## **Leadership and management**

### **Grade: 2**

The strong, experienced, enthusiastic leadership team and governing body have guided the school effectively through a challenging period that embraced an influx of additional pupils and changes of staff. The team provides vision, purpose and ambition, which ensures that equal opportunities are strongly promoted and high quality care is provided. Key leaders provide an excellent example of how to teach effectively. They monitor most aspects of the school's work rigorously, although this could be a shade stronger in using assessment information from individual classes to ensure all teaching is as effective as the best.



**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Holy Family Catholic Primary School, Liverpool, L25 9PA

On behalf of the inspectors I would like to thank you very much for your help when we visited your school. We enjoyed our visit very much. Now I would like to share with you what we thought about your school.

Your school is giving you a good standard of education. This means it is doing some really good things to help you.

- All the staff take excellent care of you and help you to be fit, safe and healthy.
- Your behaviour is excellent and you are growing into sensible pupils who want to learn.
- Your teachers teach you well. They are really good at marking your work so you can do better.
- Pupils who find some schoolwork difficult have good help from teachers and teaching assistants.

There are some things that your school needs to do to make learning even better.

- We have asked your teachers to continue to give you challenging targets so that you can do the best you possibly can. You can help by trying hard to reach those targets.
- We have asked your headteacher to make sure that all the lessons are the best they can possibly be. You can help by telling your teachers what you like best in the lessons.