

Holy Family Catholic Primary School

Inspection report

Unique Reference Number	106345
Local Authority	Trafford
Inspection number	336660
Inspection dates	10–11 May 2010
Reporting inspector	Jim Kidd

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Mr Damian Bonsall
Headteacher	Mrs Linda Davison
Date of previous school inspection	28 February 2007
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Introduction

This inspection was carried out by three additional inspectors, one of whom looked the school's safeguarding policies and practice. Inspectors observed 15 lessons and saw all eight teachers in their classrooms. They held discussions with groups of pupils, staff, members of the governing body, parents and carers and also with the School Improvement Partner. They observed the school's work, and looked at pupils' progress records, school development plans and a range of policies. Inspectors also analysed 105 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of the school's work on raising achievement in mathematics
- whether challenge in teaching is high enough to encourage more able pupils to reach the highest National Curriculum levels
- how, and with what impact is the school attempting to close the gap between the achievement of girls and boys
- the overall effectiveness of the Early Years Foundation Stage, given that the nursery is relatively new.

Information about the school

This smaller than average size school serves the local area. The percentage of pupils known to be eligible for free school meals is below average. The proportion with special educational needs and/or disabilities is above that usually found and is well above average in some classes, in the current Year 6 for example. The number of pupils from minority ethnic groups is below average but rising over time. There are a few pupils who are at early stages of learning English. Since the previous inspection a new headteacher has been appointed and the new deputy headteacher took up her post in September 2009. Holy Family is an accredited Healthy School, holds the Activemark for its work in physical education and gained the Eco School (Silver) award last year.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and rapidly improving school. Pupils' behaviour is outstanding and the school has excellent relationships with parents and carers who comment, 'We feel privileged that our children attend Holy Family.'

Standards have risen since the previous inspection and pupils, including those with special educational needs and/or disabilities, achieve well in relation to their starting points. Progress in English is particularly good and an above average percentage of pupils reached the higher Level 5 in this subject in 2009 Year 6 national tests. Although improving apace, achievement in mathematics has lagged behind that of English and fewer pupils attain Level 5 by the end of Year 6. This is because challenge in lessons is not always sufficient and pupils are not given enough opportunities to practise their numeracy skills in all areas of the curriculum.

Pupils develop well personally. They enjoy their school and speak with immense pride about the support they receive from their teachers and teaching assistants. They say, 'We are safe in school because our teachers look after us and we are never left alone here.' Indeed safeguarding procedures are outstanding and parents speak positively about how well the school cares for their children. Pupils at Holy Family look after others and their work for charity, locally, nationally and globally, is a byword in the community. They are currently hard at work thinking of ways they can support a school in the Gambia.

The good curriculum is complemented by a wide range of enrichment programmes and the school is alive at lunchtime with sporting activities, choir rehearsals and performances by the Samba Band. There are subject clubs too and pupils' learning is enhanced by a wide range of educational trips to museums, art galleries and theatres. Strong leadership at all levels, impressive improvement since the previous inspection, particularly in attainment and in classroom support, demonstrate that the school has good capacity to improve further and that it provides good value for money. Moreover, school self-evaluation is ongoing, accurate and completed as a matter of routine. All staff and members of the governing body have a keen awareness of the school's performance and of where and how it needs to improve.

What does the school need to do to improve further?

- Raise pupils' achievement in mathematics even further, by:
 - ensuring that challenge in lessons consistently encourages pupils to reach the highest National Curriculum levels

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- ensuring that pupils have sufficient opportunities to practise their numeracy skills across the curriculum
- giving pupils more opportunities to apply their skills to real-life situations
- giving more able pupils, in particular, more opportunities to follow personal research and take more responsibility for their own learning.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy learning and are keen to make progress. When asked by their teachers what they need to do to complete their work successfully, they comment, 'We must take pride in our work and present it well too!' They often challenge themselves to reach higher levels of attainment, for example, when they ask their teachers if they can start the work which is planned for tomorrow! They enjoy working in groups to support and to act as an extra resource for each other's learning. As a result, the learning and progress of all groups, including those with special educational needs and/or disabilities, is good. The gap between the progress made by girls and boys is closing rapidly. Attainment has risen markedly over the past three years and is now broadly average. Pupils' achievement in English is consistently good and they write effectively in a variety of styles. The school's emphasis on raising standards in numeracy are now beginning to work and the 'Early Birds' support sessions before school are giving pupils more confidence in handling numbers.

The school council, eco warriors and reading buddies, are just three examples of the many opportunities pupils have to take responsibility and to support their peers. Pupils are polite, friendly and courteous to their classmates and to the adults who work with them. Their behaviour is exemplary. They feel safe in school and believe that bullying is rare but that when it does occur, it is taken seriously by their teachers. Music is an important part of school life and the choir performs regularly in the local community. Pupils have a good understanding of the importance of healthy eating and are more than willing to give visitors advice on what makes a balanced diet. When asked why they enjoy their school so much they say that they are treated fairly and add, 'Our teachers and teaching assistants are friendly to us and respect us.' Attendance is consistently above average and pupils are invariably punctual to school in the morning.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Warm relationships between pupils and adults and high levels of engagement in learning are the key features of classrooms across the school. Teaching is good overall and there are examples of excellent practice in both key stages. In the best lessons, for example, in an outstanding Year 6 science session, learning was reinforced by links to real-life situations about melting ice and the snowy weather during the winter. In a Year 1 history lesson, learning was brought alive by role play, in which pupils asked questions of their teacher who was dressed up as a Victorian lady. The school recognises that, on occasions, and particularly in mathematics, more able pupils are not always encouraged to find things out for themselves or take more responsibility for their own learning. Pupils say that when they can apply their skills to everyday life, they gain a greater understanding of their work. As a group in Year 4 said, 'We didn't understand vertices yesterday but now that we have built our own models, we know what the word means.' Assessment is good and is used well by teachers to plan work which meets the needs and interests of their pupils. Self-assessment is strong and pupils have many opportunities to gauge how well they are doing and also to evaluate the work of their classmates

The curriculum supports pupils' personal development well and it does much to raise their self-esteem. Displays in classrooms emphasise the importance of trying hard, supporting others and never giving up when things appear difficult. The school is working hard to encourage pupils to see the links and common skills across subjects. Pupils speak positively about visits to museums, art galleries and theatres. Their understanding of cultures and religions which are different to their own is enhanced by

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the visits to the Jewish Museum and Gurdwara.

Pupils are well cared for in a secure and safe environment and pastoral care is a strength of the school. Pupils with special educational needs and/or disabilities receive good support from the talented team of teaching assistants and make the same good progress as their peers as a result. The personal, social, and health education programme is effective in promoting pupils' self-confidence. Vulnerable pupils are identified swiftly and accurately and there are good links with a variety of outside agencies for the benefit of all. Induction procedures into the nursery are good and ensure that children settle down quickly into their new surroundings. Similarly, the school has good relationships with the nearby secondary schools and pupils are prepared well for the next stage in their education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The committed headteacher leads by example and ensures there is clear vision for how the school should develop. She is supported well by a proactive senior team and by impressive middle leaders, all of whom pay testament to the close teamwork amongst staff, both teaching and non-teaching. Subject coordinators value the 'shadow' initiative introduced by the headteacher and say that it develops their leadership and management skills within their own particular areas. In their words, 'Shadowing others develops our confidence and enables us to share our ideas and expertise. Our views are listened to and valued and we all want to improve our school.' The governing body operates well and members have an accurate understanding of the school's strengths and areas for development and challenge leadership with rigour.

The school is a harmonious community and it promotes equality of opportunity well. It encourages both staff and pupils to reject discrimination whenever and wherever it occurs. Child protection and safeguarding procedures are outstanding. An example is the work of the pupils who act as road safety officers and advise their peers on staying safe on the way to and from school.

Discussions with parents and carers and the analysis of the questionnaires returned by them, demonstrate the outstanding engagement the school has with them. They regard both teachers and teaching assistants as approachable and that any difficulties which may occur are tackled sensitively and most effectively. Parents' workshops and the weekly celebration assembly to which they are invited, enjoy a high reputation within

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the community.

The school places great emphasis on getting to know the context in which it operates and it promotes community cohesion well. Through its local and national charity work, its 'Round the World Week' and its developing links with a school in Africa, it ensures that pupils celebrate diversity and gain a greater understanding of cultures represented in the United Kingdom and further afield.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

This is a good Early Years Foundation Stage. Its effectiveness is exemplified by the impressive way in which children are helped to settle in when they arrive in the nursery, which has developed well in such a short time. Their skills on entry vary from year-to-year but are typically below those expected for their age, particularly in speaking, listening and recognition of numbers. As a result of good teaching and support and a wide range of activities which engage their interest and encourage exploration and investigation, children make good progress across both Nursery and Reception. There is real emphasis on developing children's personal and social skills and this leads to them concentrating well on their chosen tasks and their willingness to share and to play happily with each other. Indeed, relationships between children and between children and adults are warm and caring and children's behaviour and attitudes to learning are excellent as a consequence.

Leadership and management are good and there are outstanding relationships with parents and carers, who have the highest regard for the staff who work in the setting.

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Teamwork is of the essence and ensures that planning and assessment systems fully meet the needs of the children. The leadership is justifiably proud of the successes in the Early Years Foundation Stage, but they are also aware that more needs to be done to develop the outdoor area if children's learning experiences are to be extended. As in the main school, procedures to ensure the safety and welfare of children are of the highest order.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a 52% return of questionnaires. Of these, almost all parents and carers are extremely happy with what the school provides for their sons and daughters. Typical views are, 'This is an open, happy, friendly and family-orientated school' and 'Our children can't wait to get there in the morning because they enjoy it so much!' All of those who returned the questionnaires are very positive about the teaching and about the way in which the school encourages their children to lead a healthy lifestyle. A very small minority of parents and carers believes the school does not deal effectively with unacceptable behaviour. The inspection team found no evidence of this and judges pupils' behaviour to be outstanding, both in lessons and around school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Family Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 105 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	68	32	30	0	0	0	0
The school keeps my child safe	84	80	20	19	1	1	0	0
The school informs me about my child's progress	61	58	44	42	0	0	0	0
My child is making enough progress at this school	59	56	42	40	2	2	0	0
The teaching is good at this school	58	55	45	43	0	0	0	0
The school helps me to support my child's learning	63	60	41	39	1	1	0	0
The school helps my child to have a healthy lifestyle	67	64	36	34	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	57	54	43	41	2	2	0	0
The school meets my child's particular needs	62	59	40	38	2	2	1	1
The school deals effectively with unacceptable behaviour	54	51	47	45	1	1	1	1
The school takes account of my suggestions and concerns	63	60	35	33	6	6	0	0
The school is led and managed effectively	69	66	35	33	1	1	0	0
Overall, I am happy with my child's experience at this school	72	69	30	29	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 May 2010

Dear Pupils

Inspection of Holy Family Catholic Primary School, Sale, M33 2JA

Thank you all for welcoming us so warmly when we came to inspect your school recently. We valued your kindness and courtesy and we really enjoyed talking to you and watching you learn. We are particularly grateful to those of you who gave up some of your lunchtime to come and talk to us and we thought the Samba Band was wonderful. I promised that I would write a letter to you and let you know how the inspection went and here it is!

Holy Family is a good school and it is improving all the time. You make good progress in your studies, especially in English, and the standards you reach are becoming higher each year. You really enjoy your lessons and your behaviour is excellent. You get on so well with your teachers and with your classmates. You enjoy helping others and you support so many charities each year. You know why it is so important to eat a balanced diet and to keep yourselves fit. You feel safe and secure in school because the adults who look after you take such good care of you. Your teachers teach you well and they also encourage you to check on your own work and that of your classmates, so that you know what you need to do to improve. You are very proud of your school and your parents are too: they told us that Holy Family is like one big happy family.

Your headteacher and all the other staff are so keen to make your school even better. Therefore, I have asked them to challenge you to reach for the highest levels in numeracy, by giving you more opportunities to use your maths skills in other subjects and also in real-life situations. I have also asked them to provide you with more opportunities to find out things for yourselves, such as when Year 5 worked out what the 'mean' was. You can all help by continuing to work hard and by always doing your best.

Thank you all again for being such marvellous ambassadors for your school.

Best wishes

Jim Kidd

Lead inspector

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