

Holy Family Catholic Primary School

Inspection report

Unique Reference Number	106504
Local Authority	Wigan
Inspection number	336683
Inspection dates	9–10 February 2010
Reporting inspector	Graham Martin

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	The governing body
Chair	Mr G Bartholomew
Headteacher	Mrs Anne Farrell
Date of previous school inspection	7 September 2006
School address	Kendal Road Boothstown Worsley M28 1AG
Telephone number	0161 7902123
Fax number	0161 7038378
Email address	enquiries@admin.boothstownhollyfamily.wigan.sch.uk

Age group	4–11
Inspection dates	9–10 February 2010
Inspection number	336683

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. The inspectors spent 60% of their time looking at learning; observing seven teachers in nine lessons for periods lasting between 30 to 45 minutes. They also held meetings with governors, staff, groups of pupils and a group of parents and carers. The inspectors observed other aspects of the school's work, and looked at a range of evidence including policies, the school improvement plan, pupils' work and the school's assessments and records of pupils' progress and attainment. They also analysed 111 questionnaires returned by parents and carers.

- children's attainment on entry to the Reception class and the progress they make towards achieving the expected goals for their learning
- the school's strategies to improve pupils' attainment and achievement in writing and mathematics
- the effectiveness of teaching and the curriculum in meeting the needs of all groups of pupils, including those specifically identified with extra needs
- the effectiveness of leaders at all levels, including governors, to drive and sustain improvement.

Information about the school

This is a slightly smaller than average school with seven classes, one for each year group. It draws pupils from the suburban Boothstown area between Salford and Leigh. Most pupils are of White British heritage. The proportion of pupils eligible for a free school meal is below average and the proportion of pupils with special educational needs and/or disabilities is lower than is normally found. The number of pupils who speak English as an additional language is below the national average. The school has gained the National Healthy School's award and the Active Mark. It has also been awarded the ECO School Silver award for the pupils' work to promote care of the environment.

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 school. It has outstanding features in pupils' behaviour, their adoption of healthy lifestyles and their exceptionally good contribution to the community. It is popular with parents and carers, who appreciate the good care and the opportunities for learning their children receive. Safeguarding meets requirements well and pupils feel safe. One pupil mirrored the comments of many when saying, 'I am very happy at this school because everyone understands how I feel, looks after me and treats me fairly'.

Reception children learn and achieve well so that most reach average standards. In Key Stages 1 and 2, pupils, including those with special educational needs and/or disabilities, achieve well. Most pupils reach well above average standards in reading and science at the end of Year 6. Standards in writing and mathematics are above average and pupils achieve well, though not quite so well as in reading and science. This is because the quality of marking of pupils' writing varies from class to class; also, the quality of handwriting and the presentation of written work in pupils' books are satisfactory rather than good. The guidance teachers give through marking for pupils to improve their writing is strong in some classes, but less so in others. It is good overall, but does not accelerate progress towards the higher levels for some more-able pupils. Additionally, pupils' mental arithmetic skills are not promoted as strongly as their written calculation skills. Together, these factors result in fewer pupils than average reaching the higher levels in writing and mathematics in national tests.

Teaching is good. Teachers are skilled at encouraging pupils' enthusiasm for learning and positive behaviour so that pupils work conscientiously. Relationships at all levels are outstanding, so that pupils feel appreciated and cherished. Well-informed teaching assistants support vulnerable pupils very effectively, enabling them to make good progress in lessons. The curriculum is good. Pupils particularly appreciate the breadth and balance of provision which enables them to enjoy their learning in a variety of ways. In addition, high quality enrichment opportunities provide exceptionally good wider learning experiences, including, for example, out-of-school activities and exciting visits and visitors. In the Early Years Foundation Stage a good curriculum ensures that children achieve well. Pupils think deeply about others, enjoy developing a healthy approach to their lifestyles and eagerly take on responsibilities.

The purposeful vision and commitment of leaders and managers at all levels, including governors, has promoted good improvement and is central to communicating the school's aspiration to keep improving. The school knows itself well and all staff work as an effective team to enhance provision. Hence, this is an improving school with good capacity to improve further.

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

What does the school need to do to improve further?

- Raise standards in writing, including for the more-able pupils, by:
 - - ensuring that the procedures for marking pupils' writing in order to accelerate progress towards learning targets are followed consistently by all teachers
 - - ensuring that all teachers consistently apply whole-school policies for improving handwriting and presenting work in books.
- Raise standards in mathematics, including for the more-able pupils by ensuring that there are sufficient appropriately challenging opportunities for pupils to develop and practise their mental calculation skills.

Outcomes for individuals and groups of pupils

2

The pupils in Year 6 attained above average standards in reading and science and average standards in writing and mathematics in the 2009 national assessment tests. Because some pupils started at the school later than the normal age of admission, with below average starting points, overall achievement was good and pupils made good progress. The majority met ambitious targets and over half exceeded them. In writing and mathematics the proportion who achieved at the higher Level 5 was lower than in reading and science.

Current Year 6 assessment records show an improved picture to that obtained at this time last year, putting the school back on track to reach well above average standards in English, mathematics and science. Pupils in Year 6 were observed making very good progress in solving written mathematical problems and challenges, although the speed of their mental number calculations was slow. Written work in English, though not always neat enough, demonstrated pupils' use of a wide vocabulary, their ability to write in a variety of styles and genres and their use of writing skills across other subjects.

In Key Stage 1, pupils achieve well and the current Year 2 class is on target to reach standards that are above average. Current assessments of attainment show that progress is good in reading and mathematics. Progress in writing is less secure in Years 1 and 2 to give pupils the key skills they need to reach higher standards in Key Stage 2. This includes ensuring that good handwriting and work presentation habits are established early on. Pupils with special educational needs and/or disabilities make good progress because there is effective support from adults and appropriately suitable work in class to match their learning needs.

The impact of the school's good care and support is evident in pupils' outstanding behaviour and positive attitudes to learning. The school's Christian ethos and the good provision for personal and social education make strong contributions to pupils' exceptionally good spiritual, moral and social development. Their understanding of leading a healthy lifestyle is outstanding, as is the contribution they make to their school and the wider community through the exceptional work of the school and eco-councils. The school has taken good steps to promote pupils' understanding and appreciation of cultural diversity and prepare them for life in multicultural Britain. They have a good

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

knowledge of traditional British culture through the school's extensive provision in the performing arts and music, including works by Shakespeare. School leaders acknowledge that a further step will be to widen pupils' awareness of local history and the rich culture associated with the mining heritage of their locality. Pupils learn about other cultures from good links that are being established with communities in other countries and their study of world religions.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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	1
The extent to which pupils contribute to the school and wider community	1
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?

Teachers use their good knowledge of pupils, gained from effective assessments, to provide work that is interesting and engaging and mostly builds on pupils' earlier learning. Teachers' planning is detailed and takes into account the wide range of ages and abilities in every class. Lessons mostly provide the right amount of challenge for pupils to enjoy success, although in some writing and mathematics lessons there could be more challenge for the more-able pupils. For example, in some mathematics lessons, pupils were not challenged to use mental calculation rather than written calculation. As a result, opportunities were not taken to speed up mental number skills. Lessons are

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

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

introduced well and pupils are given clear instructions about the tasks. However, teachers do not consistently relay their expectations of good quality handwriting or presentation. Also, guidance on how to improve writing when teachers mark work varies between classes so the pace of pupils' progress towards meeting their writing targets is slower in some classes.

Teaching assistants work very closely with teachers and play a full and important part in lessons. The support they provide for pupils, particularly for those who have difficulty with learning, has a positive effect on pupils' enjoyment of lessons and the progress they make.

A broad and balanced curriculum meets the needs of pupils well and successfully promotes their enjoyment of learning. It is particularly well enhanced by many creative opportunities, such as working with a talented sports teacher, performing in theatrical productions or playing a musical instrument. Such activities give pupils confidence and contribute significantly to their personal development and enjoyment. The school's good partnerships through extended services enable pupils to follow their interests as they access an increasingly wider range of out-of-school clubs.

Pupils receive good care, guidance and support. A particular strength of provision is the high quality of care provided for pupils who are vulnerable or experiencing difficulties. A well coordinated team of adults works to direct children and their parents and carers to extensive support networks. For example, vulnerable pupils receive excellent sustained support to ensure that they attend regularly and achieve well. Initiatives such as The Walking Bus and 'meet and greet' give pupils a secure start to the day, ensuring that pupils are punctual.

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?

School leaders work well as a team and have improved many aspects of the school's work since the previous inspection, most notably the system for tracking pupils' progress which has led to improved standards in Key Stage 2. Leadership responsibilities are distributed well, so that all members of staff have a role to play in improving the school further. Teaching and learning have improved through rigorous monitoring and evaluation; teachers are comfortable about improving their skills by sharing successful practice and observing each other teach.

Governors play an effective role in holding the school to account. They have a good

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

grasp of the school's strengths and weaknesses. They ensure that the school meets the national standards for financial management and that the school gives good value for money. The school engages well with local authority agencies, the partner secondary school and other primary schools. Partnerships to promote the creative and sporting aspects of the curriculum are particularly important and have a good impact on the quality and enrichment of pupils' learning. Well established links with local care agencies are valuable for supporting vulnerable families.

The school staff work diligently to ensure equality of opportunity for all pupils by providing a curriculum matched to their needs and good support in class for those who need it. The school has the appropriate policies to tackle racial and other forms of discrimination, should it occur. Older pupils speak with affection of the value of learning about other cultures from their friends from ethnic minorities. The effectiveness of safeguarding is good. The school community is cohesive; there are strong links with the church and local schools and the school is beginning to establish wider links, such as through the Catholic Agency for Overseas Development, (CAFOD) to promote pupils' wider understanding of the global community.

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	2
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	2
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

Children start in Reception with skills that are broadly typical for their age, but there is often a wide variation in ability from year to year. Highly effective partnerships between staff, parents and carers and children ensure that children settle quickly and happily to Reception class routines, despite arriving from many different pre-school settings. They are soon ready and able to take part in whole-school activities, such as assemblies.

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

Children's attainment on entry is assessed early on and their progress is tracked with careful daily observations and assessments to accurately complete the Early Years Foundation Stage profile.

Children make good progress in their acquisition of personal, social and early academic skills. They become accustomed to a good daily routine made up of a suitable mix of adult-led and child-initiated activities. Good teaching ensures that the children are eager to learn and by the end of Reception children achieve the early learning goals for their age and some exceed them.

The children particularly enjoy purposeful practical activities, such as making porridge for the three bears. Good observational assessment in whole-class sessions identifies children who need extra support to secure their understanding of, for example, number, through extra small-group practice with the teacher. Early literacy and numeracy skills are developed through short, focused whole-class sessions. Emergent writing skills are reinforced by good opportunities to write for a purpose, such as writing get well cards for a friend who is unwell.

The welcoming Reception classroom has good resources to provide well for all aspects of the curriculum for children this age. The leader of the Early Years Foundation Stage, recently appointed, has taken good steps to ensure that all children make good progress across all of the areas of learning. Leadership and management are good and robust attention is paid to children's safety and welfare by all adults.

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

Most parents and carers expressed positive views about the school, saying, for example, that it is 'extremely welcoming, friendly and caring'. They appreciated the efforts made to settle children in school, especially those who transferred in from elsewhere and the way in which school staff have dealt sensitively with any concerns or problems. A small minority expressed a negative view that the school does not deal effectively with inappropriate behaviour, particularly in Key Stage 1. Inspectors investigated this and found that, as in most groups of young children, there are a few who play boisterously, but that teachers are working well to improve these pupils' social skills and, overall, pupils' behaviour is exceptionally good. A few parents and carers also indicated that the school does not take enough notice of suggestions or concerns. Inspectors found that

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

this does not reflect the majority view. The school is developing its virtual learning platform as a conduit for improved communication, but some parents and carers miss, for example, the parents' association as a channel for home and school communication.

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 111 completed questionnaires by the end of the on-site inspection. In total, there are 185 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	59	45	39	1	1	0	0
The school keeps my child safe	71	61	44	38	0	0	0	0
The school informs me about my child's progress	42	36	61	53	8	7	1	1
My child is making enough progress at this school	49	42	58	50	6	5	1	1
The teaching is good at this school	52	45	60	52	2	2	0	0
The school helps me to support my child's learning	51	44	52	45	10	9	1	1
The school helps my child to have a healthy lifestyle	55	47	53	46	5	4	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	49	48	41	4	3	0	0
The school meets my child's particular needs	51	44	57	49	4	3	1	1
The school deals effectively with unacceptable behaviour	44	38	47	41	17	15	4	3
The school takes account of my suggestions and concerns	39	34	61	53	11	9	1	1
The school is led and managed effectively	53	46	56	48	3	3	3	3
Overall, I am happy with my child's experience at this school	59	51	52	45	2	2	1	1

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



10 February 2010

Dear Pupils

Inspection of Holy Family Catholic Primary School, Manchester, M28 1AG

Thank you for welcoming us in such a friendly, well mannered and helpful way when we visited your school recently. We enjoyed the time we spent with you very much, watching you learn well in your lessons, working hard and enjoying your playtimes. We agree with you and your parents and carers that you go to a good school. These are some of the things we found to be good in your school.

Your headteacher and other leaders do a good job. All the adults take good care of you, you are well looked after and you always have somebody to talk to if you are troubled. You enjoy your lessons and do well. Your behaviour is very good and you all get on well with each other, such as by being 'buddies' to the Reception children. You are very aware of how to develop a healthy lifestyle, joining in well with active playground activities and sports and eating healthy food. You show tremendous responsibility in how well you care for the school and your local community; the school and eco-councils are very active. You have a very good community spirit, looking after each other and people in your community. You do a lot to show that you care about people and are always keen to help people who are in need, such as through your work with CAFOD.

All the adults in your school want it to be even better. To make this happen I have asked them to:

- help you to improve your writing, including the neatness of your handwriting and the presentation of your work
- help you to become quicker at working out number and mathematics problems in your head.

I am sure you want to be better too, so please make sure you work hard and do your best all the time. I wish you all the best in the future.

Yours sincerely,

Mr Graham Martin

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.