

Holy Family Catholic Primary School

Inspection report

Unique Reference Number	108026
Local Authority	Leeds
Inspection number	337009
Inspection dates	17–18 May 2010
Reporting inspector	Derek Pattinson

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	203
Appropriate authority	The governing body
Chair	Mr Dean Davidson
Headteacher	Mr Peter McQuillen-Strong
Date of previous school inspection	9 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons or part lessons, observed the work of eight teachers and held meetings with governors, staff, parents and carers, and pupils. They observed the school's work and looked at the school's development plan and the latest report to the governing body from the School Improvement Partner. They also studied the most recent national and school data on attainment and progress, the latest attendance figures and pupils' work from across the school. In addition, 217 questionnaires returned from parents and carers were analysed, along with those returned by staff and pupils.

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

- how well different groups of pupils are performing and the extent to which the school is successful in narrowing the gaps in their performances
- whether and to what extent writing and marking have improved since the last inspection
- whether the quality of care, guidance and support for pupils is as good as the school believes
- the impact of the relatively new headteacher on the work of the school.

Information about the school

This primary school is slightly smaller than average. The percentage of pupils from minority ethnic groups and who are in the early stages of learning English as an additional language is rising and is now close to average. The percentage of pupils known to be eligible for free school meals is well above the national average. The proportion of pupils who have special educational needs and/or disabilities is a little above average. The school has achieved the Inclusion Charter Mark, Healthy Schools and Activemark awards and the Artsmark since the last inspection. There have been staffing changes and the appointment of a new headteacher since the last inspection. A number of Travellers' children attend the school. There is additional childcare provision on the site which is managed separately and will be subject to a separate inspection.

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?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory and rapidly improving school. Particular strengths are the good-quality provision in the Early Years Foundation Stage and the school's care, guidance and support of its pupils, which is judged outstanding. This high-quality care and the highly effective partnership with outside agencies help to explain pupils' good levels of attendance and their good personal development. Pupils behave well, feel safe, enjoy their lessons and have positive attitudes to their work. However, the curriculum in Key Stages 1 and 2, although satisfactory, lacks excitement and does not promote important skills through all subjects well enough.

Pupils' academic development, although steadily improving, is not as good as their personal development. Pupils make satisfactory progress and by the end of Year 6 attain standards in English, mathematics and science which are close to average. However, pupils make better progress in some classes, where teaching is good and occasionally outstanding, than in others, where it is satisfactory. Achievement overall is satisfactory and thus the effectiveness of the school is the same. The school is an inclusive and cohesive community. However, links with the wider world are only recently established to help promote greater cultural awareness and understanding. Nevertheless, outstanding spiritual development and good social and moral development underpin the school's work.

Leadership is good. The relatively new headteacher, ably supported by his deputy, is successfully pursuing strategies to narrow the gaps in the performances of different groups, such as that of boys with writing. This is because information from data is analysed thoroughly so that those falling behind can be given support immediately. The regular monitoring of the school's work does not always include a sharp enough focus on learning. The governing body supports the school satisfactorily but is not yet involved enough in monitoring the school's work or in leading its direction.

The school has a number of strong and improving features which help to explain its good capacity to improve further. These include:

- effective self-evaluation
- all staff having increasing ownership of what is needed to secure improvement
- priorities for development being the right ones and being pursued rigorously
- an embedded tracking system which provides clear evidence of rising attainment at the end of Key Stage 2
- significant improvements in the Early Year Foundation Stage and in the school's relationships with parents and carers since the last inspection.

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What does the school need to do to improve further?

- Increase the amount of teaching that is good by September 2011 by:
 - sharing best practice
 - ensuring that pupils always have enough time to work independently so that they make faster progress
 - checking that work set always matches the needs of pupils
 - ensuring that pupils always know what they are learning, what they have learnt and what they need to do next
 - providing all teaching assistants with the skills to enable them to support pupils' academic development as well as they support their personal development.
- Improve leadership, management and governance by the end of the next academic year by:
 - enabling all governors to acquire the necessary information and skills that will allow them to support and challenge the school's performance effectively and set a clear direction for their work
 - ensuring that the regular monitoring of teaching and pupils' work focuses consistently on pupils' learning.
- Provide a more exciting, lively and relevant curriculum in Key Stages 1 and 2 as effective preparation for the introduction of the new curriculum in September 2011 and help raise standards further by:
 - providing more opportunities for pupils to develop literacy, numeracy, and information and communication technology (ICT) skills in all subjects
 - breaking down barriers between subjects in meaningful ways to add interest and enjoyment to pupils' learning.
- Extend links with the wider world to deepen pupils' understanding of cultural diversity and promote community cohesion further.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Almost all pupils enjoy lessons. They are especially keen to learn when lessons interest and inspire them, as in an outstanding literacy lesson when pupils used a range of exciting resources, including ICT, to create a setting for an adventure story. They make good progress too when they have time to work at their own rate. However, progress slows when they have to listen to the teacher for too long. Achievement is good in the Early Years Foundation Stage because of good leadership, teaching and provision. It is satisfactory overall across the school for all pupils, including those with special educational needs and/or disabilities. However, pupils, including those who are at an

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early stage of learning English as an additional language, learn at a faster rate in some classes than in others. Successful measures, including the rigorous analysis of data, the careful targeting of pupils for support and the increased number of good lessons being taught, are helping to speed up progress for all groups of pupils. As a result, the established improving trend is projected to continue. The school's targets to help raise standards are realistic, challenging and increasingly achieved. As a result, the gaps in performance between different groups are narrowing quickly.

Pupils behave well, are aware of the benefits of healthy exercise and feel safe and secure in school. They have a voice through the good work of the school council. Their close-to-average standards for the important skills of literacy and numeracy mean that pupils are adequately prepared for the next stage of their education. Attendance is good and the school does a great deal to promote it. Spiritual development is outstanding and social and moral development is strongly promoted too. However, links with the wider community have only recently been established to help develop pupils' understanding of cultural diversity.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

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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Teaching is satisfactory overall, but stronger in some classes than in others. As a result, pupils make better progress in some classes than others. Secure relationships, sound subject knowledge, effective control strategies, good use of available resources and much use of encouragement and praise are features of all lessons. Teachers plan lessons carefully, although work is not always at the right level to enable pupils to make the best possible progress. Teachers sometimes take up too much time with explanations. As a result, pupils do not have enough time for independent work. Teaching assistants do not always provide pupils with the best possible support for their academic development. Most teachers ensure that pupils know what they have to learn in lessons. However, this is not always the case. The marking of pupils' work sometimes does not help pupils to move forward, although this is improving.

The curriculum enables pupils to develop knowledge, skills and understanding effectively as they move through the school. A rich variety of visits, such as to 'The Xscape Snowzone, visitors and other experiences, such as a Caribbean Week, supported by a wide range of after-school clubs, engages pupils' interest and contribute to their good personal development. However, the school is at an early stage in breaking down barriers between subjects to help bring learning alive. Furthermore, literacy, numeracy and ICT skills are not represented widely through other subjects to help pupils make the best possible progress.

'We're a happy family here,' and 'Nothing is too much trouble for staff,' are two of the typical, very supportive comments from parents and carers about the outstanding care, guidance and support the school provides. Staff know pupils very well and devote much time to the care and support. As a result, pupils thrive in this positive climate. Groups of pupils whose circumstances may make them vulnerable, such as Travellers and those with special educational needs and/or disabilities, are particularly well supported with strong partnerships forged to ensure that they make similar progress to their classmates. The school's work with families and a wide range of agencies is exemplary and helps ensure that pupils are given every chance to succeed. Transition arrangements when pupils move into and out of the school and between classes are extremely effective, ensuring that the move is seamless.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, supported effectively by his deputy, leads and manages the school

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well. There is a shared vision of how the school is to develop and staff contribute increasingly well to decision making. Regular checks are made on all aspects of pupils' learning and development. As a result, subject and senior leaders mostly know what works well and what needs doing. However, the monitoring of teaching and pupils' work is not always sharply focused enough on pupils' learning to be of maximum benefit. The school has a largely accurate view of its performance. Data is used increasingly effectively to help pupils learn. As a result, resources are being well deployed to meet pupils' individual needs. External partnerships are excellent. Equal opportunities are embedded in the school's way of life, an aspect which pleases parents and carers. Discrimination is not tolerated and pupils are helped very well to understand how to treat others.

The promotion of community cohesion is strong within the school and the local community. However, pupils' understanding of worldwide issues and cultures are more limited and a link with a school in Afghanistan is in its early stages. The governing body is supportive of the school and knows the school's strengths and weaknesses. However, some members of the governing body support the school less actively than others. As a result, the governing body as a whole is not yet holding the school to account fully or leading its strategic direction well enough. At the time of the inspection safeguarding procedures fully complied with the stringent requirements. This is because all at the school are vigilant, issues about safeguarding are integrated well into the school's satisfactory curriculum and pupils talk fluently and confidently about how to keep safe. The school provides satisfactory value for money because academic outcomes, although improving, are not yet good.

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	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

The Early Years Foundation Stage is successful in laying down secure foundations for future learning. 'A brilliant start,' and 'My child is blossoming,' are typical comments from very appreciative and supportive parents and carers. From starting points which are below and sometimes well below what is expected when children enter the Nursery, children make good progress because of the good teaching. As a result, by the end of their Reception Year, many are working at nationally expected levels. Good induction arrangements ensure that children settle quickly, join in and make friends. Relationships between adults and children are warm and friendly and teamwork is strong. As a result, children are happy, feel safe and are keen to learn. They quickly become independent, take responsibility and follow established routines, both inside and outside. For example, one child confidently reminds others 'to put on their apron if they want to play in the sand'. Improving assessment arrangements inform planning and ensure that learning is well matched to children's needs. Teaching assistants are keen to help children learn. However, some are not yet fully effective in providing high-quality academic support. Teachers skilfully ensure that there is a good balance between activities led by adults and those chosen by children. A wide range of stimulating resources promotes learning and creative play, often generating excitement. For example, children loved counting the tadpoles and noting the changes from 'little black dots', and are captivated by the story of and visit from the tiger who 'ate all the iced buns!' Because of the good leadership, provision and teaching, children are well prepared to continue their learning journey.

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

Almost all parents and carers returned questionnaires. The overwhelming majority of these agreed their children enjoy school; it keeps them safe, helps them live a healthy lifestyle and ensures that their personal development is good. Almost all said that the school keeps them well informed about their children's progress. Negative responses were very few with no trend emerging. Inspectors found no evidence to support the views expressed by a very small number of parents and carers that the school does not deal with unacceptable behaviour effectively or that it does not take into account parents' and carers' views. Parents and carers were overwhelmingly supportive of the new headteacher, who inspectors agree provides good leadership.

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 217 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	131	60	78	36	5	2	3	1
The school keeps my child safe	155	71	54	25	5	2	3	1
The school informs me about my child's progress	105	48	100	46	6	3	4	2
My child is making enough progress at this school	117	54	89	41	7	3	2	1
The teaching is good at this school	135	62	72	33	8	4	1	0
The school helps me to support my child's learning	124	57	76	35	11	5	1	0
The school helps my child to have a healthy lifestyle	107	49	95	44	7	3	1	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)	107	49	78	36	8	4	3	1
The school meets my child's particular needs	105	48	97	45	6	3	4	2
The school deals effectively with unacceptable behaviour	104	48	83	38	16	7	4	2
The school takes account of my suggestions and concerns	85	39	102	47	13	6	4	2
The school is led and managed effectively	123	57	77	35	7	3	3	1
Overall, I am happy with my child's experience at this school	142	65	61	28	6	3	7	3

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.



19 May 2010

Dear Pupils

Inspection of Holy Family Catholic Primary School, Leeds, LS12 2LH

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find out how well you are learning. We very much enjoyed being in your school, visiting your lessons and listening to what you had to say. We judge that you go to a well-run school that is giving you a satisfactory education and that there are some good and very good things about it. Your parents and carers sent messages to tell me that they like many things about your school. I agree with the very many good things they say, but not with everything. Here are the good things.

- You like your school, are happy and behave well.
- You know how important it is to stay healthy and keep safe.
- Children in the Early Years Foundation Stage get off to a good start.
- Your headteacher knows what to do to make your school a good school.
- All adults in school take very good care for you.
- The school values and gets along really well with your parents and carers.

Inspectors have found that the ways to make your school even better are to:

- make all teaching good so that you always make good progress, and I have given them some ways to help them achieve this
- make sure the governors of the school become more involved so that they know what works well and what needs doing
- develop the satisfactory curriculum into a good one in ways agreed by the inspectors and the headteacher, for example by linking subjects together more and giving you more opportunities to practise writing, number and ICT skills.
- help you better understand about other people, places and cultures across the world.

I was pleased by the way your headteacher and all school staff work hard to give you a good education. Thank you again for being so helpful when we inspected your school.

Yours sincerely

Mr Derek Pattinson

Lead Inspector

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