

# Holy Family Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	112366
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	337912
<b>Inspection dates</b>	10–11 May 2010
<b>Reporting inspector</b>	John Heap

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

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<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 of pupils on the school roll</b>	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Allington
<b>Headteacher</b>	Mrs M Sharpe/Mrs K Watlington
<b>Date of previous school inspection</b>	8 March 2007
<b>School address</b>	Ostley Bank Newbarns Barrow-in-Furness LA13 9LR
<b>Telephone number</b>	01229 894624
<b>Fax number</b>	01229 894623
<b>Email address</b>	manager@holyfamily.cumbria.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons were observed and seven teachers seen. Meetings were held with parents, groups of pupils, governors and staff. They observed the school's work, and looked at the school improvement plan; the minutes of governors' meetings; reports from the local authority; financial documents and up-to-date attendance figures. One hundred and six parental questionnaires were returned.

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

- attainment and progress in mathematics as indicators of the quality of teaching and curriculum
- the progress made by small groups in the school
- whether there are more opportunities for pupils to extend their literacy and numeracy skills in other subjects
- the sharpness of success criteria in the school improvement plan and the challenge provided by the governing body
- the development of pupils' knowledge and understanding of cultural diversity.

## Information about the school

This average-sized primary school serves a mainly White British population and has a very small group of pupils from other ethnic heritages. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils with special educational needs and/or disabilities is below average overall, but the number with a statement of special educational needs is above average. The school has gained awards, such as Eco School Bronze.

There has been significant change in leadership since September 2008, when the school moved to a co-headship.

**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 where pupils and parents are clearly satisfied with the quality of education provided. A typical parental response is, 'We have nothing but praise for the staff and leadership – all of our children's needs have always been met.' The school has a number of outstanding areas, such as: the high levels of safety felt by the pupils; the excellent contribution made by the pupils; the exemplary care, guidance and support. Moreover, in this happy and harmonious school the pupils' spiritual, moral, social and cultural development is outstanding.

Pupils make good progress from the average attainment on entry to the Early Years Foundation Stage to the above average picture at the end of Key Stage 2. Attainment and progress are particularly strong in reading, mathematics and science, where there are large proportions of pupils who reach the higher than expected Level 5. However, the picture is not as strong in writing, where the outcomes for the more-able are much lower than in reading. The school agrees that this gap needs to be narrowed. Currently, the use of learning targets for individual pupils has some inconsistencies and they are not always precise enough. Moreover, despite generally good practice, the marking does not always provide each pupil with a clear picture of how well they are doing and what they need to do further. Pupils with special educational needs and/or disabilities, those identified as able, gifted and talented and the few from minority ethnic backgrounds also make good progress.

Children in the Early Years Foundation Stage get a strong start and make good progress in their academic and personal development. The provision for them is mostly good and they settle into school life quickly and securely. In Reception, the outdoor provision has very restricted space and this limits the children's learning in creative and physical development.

The strengths of the co-headteachers are complementary and they provide good, challenging leadership for the school. This is underpinned by accurate self-evaluation, high morale and support from staff and ambitious planning. Consequently, the school has made good gains since the previous inspection. Governors are highly supportive and visible in the school. They know their responsibilities and how to carry them out. As a result of all of this, the school has a good capacity to improve further.

### What does the school need to do to improve further?

- Raise attainment in writing, particularly for the more-able by:
  - closing the gap in outcomes between reading and writing

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- implementing a consistent and precise system of targets for pupils' learning
- ensuring that marking and oral feedback provides the pupils with a consistent and clear view of their achievements and what they need to do to improve further.
- In Reception, enhance children's creative and physical development by improving the facilities of the outdoor play area.

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

In lessons, pupils' skills, knowledge and understanding are mostly developed well. They are keen to learn and enthusiastically take part in the range of activities on offer. Their good and supportive behaviour means that learning is not interrupted and they can make a contribution to each others' progress.

Achievement is good and attainment by Year 6 is above average. Consequently, pupils are well prepared for their future learning. Of particular note in the 2009 national tests was the very high proportion of pupils reaching the higher than average Level 5 in reading, mathematics and science. Pupils mostly make good progress from Years 1 to 6, particularly in reading and mathematics. Writing skills are average, but more variable, and the attainment of more-able pupils is not as high as it could be. Assessment information is not used skilfully enough to ensure all pupils are fully challenged. Girls do better than boys in English. The school is tackling this by planning lessons and acquiring resources that will interest the boys. Pupils in identified groups, including the more-able and the gifted and talented are well supported and make good progress.

Pupils' moral and social development is particularly strong and leads to excellent relationships with each other and adults, very good punctuality and above average attendance. As they progress through the school, pupils make good progress in developing the social and academic skills that will help them grow into mature young people, learning to share and care for each other. They thoroughly enjoy coming to school and are most appreciative of the opportunities provided by their teachers. Pupils are successfully learning about living healthily. Pupils develop a very good empathy for and understanding of children who are different from themselves through various subjects and by learning about and celebrating a range of faiths. Through the school council pupils make a very substantial contribution to the running of the school. They make sensible decisions on a range of matters, for example: the working of the buddy benches, sponsoring a child in India and improving facilities.

*These are the grades for pupils' outcomes*

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<sup>1</sup> 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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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Pupils respond well to the pace and challenge that characterise most lessons, for example, when pupils were learning about percentages in a good Year 6 lesson. Planning is thorough and well-judged learning objectives provide lessons with a clear focus. Activities are adapted to take account of the different needs and learning styles of all children. A good example of this was a good Year 1 science lesson where the practical investigation of forces challenged, interested and enthused all groups of pupils. Teachers, their assistants and specialist teachers liaise closely to make sure the needs of all pupils are met and they make good progress as a result. Lessons are organised carefully and pupils' behaviour is managed well. Teachers and their assistants work together well to provide children with a wide range of interesting activities matched well to their age. In most situations, teachers use a range of assessment procedures effectively to monitor pupils' progress, plan future work and set targets both for groups of pupils and individuals.

The good curriculum has been influential in raising attainment and there are now more opportunities for pupils to use their writing skills in other subjects. Pupils' good personal development is promoted particularly well by the school's provision in safety and health education. Pupils have good opportunities to develop basic skills across other subjects. Regular visits, visitors to school and special events widen pupils' interests and experiences. Pupils appreciate the wide range of extra-curricular activities and attendance is high at these events. Close association with external partners enhances successfully the opportunities available to pupils, particularly the more-able in mathematics and the coaching of sports such as table tennis and cricket. Community

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links are strong with the church and in the work done by pupils about maintaining the local environment.

This is a very caring school and staff know the pupils extremely well. This is a fundamental reason for the highly positive features evident in pupils' personal development. Nothing is left to chance and there is very good quality of monitoring of behaviour and attendance. The school has very good procedures to help pupils entering or leaving the school. Pupils say they very feel safe in school and they know who to turn to if they have a problem. Pupils with special educational needs and/or disabilities are very well supported by highly skilled teaching assistants and their clear individual education plans.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The joint leadership of the co-headteachers works well to provide direction, common purpose, stability and promote high morale. Consequently, the school continues to provide good value for money, strong progress for pupils and effective provision. Where the school judges that outcomes and/or provision need to be improved, action is well-thought-out and, often external validation is sought. For example, the good promotion of community cohesion is to be further enhanced by the gaining of the Rights Respecting School award. The school's good promotion of equal opportunities is seen in the assiduous tracking of pupils' achievements and includes discrete detail about pupils who are considered vulnerable. Provision is tailored well for these pupils and any necessary action is swiftly implemented. Discrimination is not tolerated and the curriculum is well used to increase and improve pupils' knowledge and understanding of minorities, similarities and differences. The school has made good improvement since it was last inspected because procedures for checking the school's performance are effective and provide accurate information. Governance is good. Governors ensure that statutory responsibilities are met; they maintain a high profile and work-rate in the school and ask challenging questions to promote further improvement. Financial management is good. Good safeguarding procedures are robust and monitored very effectively. There is strong evidence of extensive and highly effective work being done with outside agencies to support vulnerable pupils.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children feel safe, settle quickly and develop their self-confidence well. This is because of good induction procedures and strong relationships with parents and carers. In classes, children work and play well together and are developing good social skills. Behaviour is good. Children benefit from the good attention paid to effective hygiene practices and this, in turn, promotes a good understanding of healthy living. Staff know how young children learn and plan a good range of stimulating and interesting activities. There is a good balance between adult-led and child-initiated activities. Children experiment and explore within a safe and supportive environment that emphasises academic and personal growth. Classrooms are well organised, active and ordered. Children's work is celebrated and displayed effectively. There is a good range of appropriate equipment for the children to use. In the Reception class, the use of the outdoor area as a natural extension of the classroom to promote children's learning is still at an early stage of development. The area is small and this limits the range of activities. For example, there is little space for the use of bikes, scooters and other wheeled toys. The coordinator has a good understanding of the strengths and areas for development. She coordinates the team successfully. Attainment and achievement are regularly assessed, recorded and used appropriately to plan the next steps in learning. Consequently, children are making good progress.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

The vast majority of parents are very satisfied with the work done by the school and how well their children are doing. They are clear about the school being supportive and their children's enjoyment and happiness at school. A very small number of parents are unsure about co-leadership; the school's response to their views and the behaviour of a minority of pupils. There was no evidence in the inspection that endorses the views of the small number of parents who expressed concerns.

## 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 106 completed questionnaires by the end of the on-site inspection. In total, there are 242 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	70	31	29	1	1	0	0
The school keeps my child safe	87	82	18	17	1	1	0	0
The school informs me about my child's progress	70	66	36	34	0	0	0	0
My child is making enough progress at this school	67	63	36	34	2	2	0	0
The teaching is good at this school	75	71	29	27	1	1	0	0
The school helps me to support my child's learning	63	59	41	39	2	2	0	0
The school helps my child to have a healthy lifestyle	61	58	44	42	0	0	1	1
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)	68	64	35	33	0	0	0	0
The school meets my child's particular needs	67	63	35	33	3	3	0	0
The school deals effectively with unacceptable behaviour	56	53	41	39	6	6	1	1
The school takes account of my suggestions and concerns	57	54	43	41	5	5	1	1
The school is led and managed effectively	74	70	27	25	4	4	0	0
Overall, I am happy with my child's experience at this school	77	73	26	25	3	3	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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



13 May 2010

Dear Pupils

Inspection of Holy Family Catholic Primary School, Barrow-in-Furness, LA13 9LR

The inspectors really enjoyed being in your good school. It was a privilege and a pleasure for us to work with you and the staff of the school. We were very impressed by the courtesy and help you provided.

What we really liked about your happy school:

- the good progress you make and the strong work you produce
- the above average skills in reading, numeracy and science
- the outstanding spiritual, moral, social and cultural development
- the excellent level of security you feel
- the exemplary contribution that pupils make to the school and community, both local and further afield
- the good levels of enjoyment, enthusiasm and hard work that you show in response to the good teaching and curriculum and exceptionally strong care, guidance and support you are given
- your good behaviour and the way that you very willingly take responsibility and help others
- the good leadership and management shown by your teachers and governors ensure that the school continues to seek improvement.

What we have asked your teachers to improve:

- attainment and progress in writing, particularly for the more-able. This will involve improving the target-setting and marking. You can be a great help by continuing to take notice of your targets and following the advice and guidance provided by your teachers.
- the outside area for the Reception class. At present it is too cramped to allow the youngsters to explore and investigate fully.

The inspection team wishes you well and good luck for the future.

Yours sincerely

Mr John Heap

Lead inspector

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