

Holy Family Catholic Primary School, Ingol, Preston

59 Whitby Avenue, Ingol, Preston, Lancashire, PR2 3YP

Inspection dates 21–22 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders, staff and governors have successfully improved the school since the previous inspection. Changes which were new at that time are now embedded and are having a positive impact on the quality of teaching and achievement.
- Governors play a full role in management and ask probing questions.
- Achievement is good. All pupils make good progress from their low starting points. Attainment is now securely average and rising for the current Year 6 pupils.
- Teaching is good with some being excellent. Most lessons inspire pupils and they work hard to produce their best work.
- This is a welcoming school and pupils support each other. Links with the local community are strong. Pupils grow fruit and vegetables which they sell in their farm shop. They show great respect for other cultures and beliefs.
- Behaviour is good and pupils feel safe. The few younger pupils who have difficulty controlling their behaviour are managed effectively.
- The headteacher and very able deputy headteacher complement each others' skills. This leads to a caring environment that nourishes pupils' growth alongside a focus on ensuring that all make as much progress as possible.

It is not yet an outstanding school because

- There is some variation in teaching and progress between classes. Aspects of writing are weaker than others, including basic skills.
- Occasionally, lessons are not brisk enough and tasks do not always match closely pupils' needs. Pupils are not always clear about what is expected of them.
- Resources for information and communication technology (ICT) in classrooms are limited.
- The outdoor area for children in the Early Years Foundation Stage is not as exciting as indoors.
- Leaders of subjects, other than English and mathematics, do not focus enough on the impact of their aims and actions on pupils' progress.

Information about this inspection

- Inspectors observed teaching in all classes. They visited 14 lessons and parts of lessons.
- Meetings were held with staff, two groups of pupils, members of the governing body and a representative of the local authority.
- Pupils from different classes read to inspectors.
- Inspectors looked at books with a focus on writing and mathematics in Years 2, 3 and 6.
- Inspectors scrutinised a range of documents, including the school's plan for future improvements, information about pupils' progress and safeguarding.
- The views of 12 parents were analysed through the online questionnaire (Parent View). Other parents shared their opinions of the school with inspectors at the start of the day.
- Inspectors analysed 14 returns by staff to the inspection questionnaire.

Inspection team

Jennifer Platt, Lead inspector

Additional Inspector

Emma Jackson

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary.
- The number of pupils from minority ethnic groups is below average. A few pupils, mainly in the Early Years Foundation Stage, are from Eastern European countries and have little spoken English.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided for children in local authority care, those from service families and those known to be eligible for free school meals) is above average.
- The proportion of pupils supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Several staff are new since the previous inspection.
- The school has achieved the National Healthy School status.

What does the school need to do to improve further?

- Improve the quality of teaching and increase the rate of pupils' progress to outstanding by:
 - improving pupils' skills in handwriting and punctuation
 - ensuring all lessons go at a brisk pace and work helps pupils to learn and is matched to their level of ability
 - checking pupils clearly understand what is expected of them in lessons
 - ensuring resources for ICT are available to support learning in lessons
 - checking that children in the Early Years Foundation Stage experience a curriculum outdoors that is as rich as indoors.
- Improve the leadership of subjects, other than English and mathematics, ensuring that priorities and actions are closely linked to pupils' progress and attainment.

Inspection judgements

The achievement of pupils is good

- Palpable warmth between staff and children in the Early Years Foundation Stage ensures children settle happily. Progress is good from starting points that are much lower than usual for this age, especially in social development and language.
- Most of the pupils who have English as an additional language are currently in the Early Years Foundation Stage. The focus on practical activities, the use of gestures and pictures has a significant impact on their learning. Overall, they make good progress.
- Progress from Year 1 to Year 6 is good. This reflects an improvement since the previous inspection and the most recent national test results. However, there is variation in progress between classes, especially in lower Key Stage 2 when the match of work to ability is not always accurate.
- Actions to raise attainment are reaping benefits and, combined with a stable staffing situation, ensure that improvements seen before in the Early Years Foundation Stage and Key Stage 1 are now evident in Key Stage 2.
- Although, with small cohorts, attainment varies, it is broadly average at the end of Year 2 and Year 6 in reading, writing and mathematics. Attainment is rising in Year 6. More pupils are working at above-average levels in response to high-quality teaching. There are some skilled mathematicians working at a very high standard.
- Reading has improved with a focus on teaching letters and their sounds. In the national assessment in reading in Year 1 in 2012 results were below the national average. Current evidence points to attainment being above average. Pupils in Year 6 enjoy reading. The gap between boys and girls has closed with a wider choice of text, humorous books being their favourite.
- Although writing is average, the gaps in pupils' basic skills and handwriting are not yet fully overcome. Mathematics is much improved. Pupils in most classes solve problems confidently because a consistent approach is now taught in every class.
- Support for pupils known to be eligible for the pupil premium is good. Many attend breakfast club and get a good start to the day. This group includes pupils known to be eligible for free school meals. They make good progress, similar to that of other pupils. Attainment overall in both English and mathematics by the end of Year 6 is in line with what is expected for their age except in Year 5, which is lower. This year group has a high number of disabled pupils and those with special educational needs, and support is in place to narrow the gap in their attainment.
- Disabled pupils, those with special educational needs and those from minority ethnic groups make good progress. Occasionally, too much help leaves pupils lacking the confidence to work independently. Staff expertise enables pupils with very specific difficulties to play a full part in lessons.

The quality of teaching is good

- Teaching is good with examples of excellent teaching, enabling pupils to make good progress.
- In the Early Years Foundation Stage the focus is on learning through play. Staff involve children in conversation and extend their social and speaking skills. The use of pictures, for example to show good listening, ensures all understand what is expected of them. The richness of activities indoors is not fully mirrored outdoors.
- Most lessons in the rest of the school include a variety of activities to sustain pupils' interest. Teaching assistants provide good support. When teaching is most effective the pace is brisk. This is very effective in Key Stage 2 during daily sessions that focus on basic skills. Pupils in Year 5 and 6 completed several difficult calculations and writing in the allotted time. In some lessons the pace slows as pupils spend too much time waiting for information or working at tasks for too

long when they have lost interest.

- Robust methods to check pupils' progress mean most teachers pitch work at the correct level for all abilities. This has raised the challenge in Year 6, with more working at above-average levels. Lower down in Key Stage 2 this challenge is not always apparent and some pupils complete limited work and are unclear about what is expected of them in the lesson.
- Teachers have good subject knowledge. In mathematics they teach several different methods of calculations and then insist on pupils choosing a method to solve problems. This challenges pupils to think for themselves and explain their preferred methods.
- Reading is taught well. Daily reading sessions enhance pupils' ability to read for understanding. Pupils are taught successfully how to add interest to their writing. Some work in Year 6 is highly imaginative and presented beautifully. This is not consistent and punctuation and handwriting are not always taught effectively.
- Teachers ensure pupils apply their literacy and numeracy skills well in other subjects. Opportunities for extending information and communication technology (ICT) skills are restricted by a lack of resources in classrooms.

The behaviour and safety of pupils are good

- Teachers' management of behaviour is good and pupils behave well in lessons. A few pupils have difficulty sustaining good behaviour and this can disturb the learning of others, although this is kept to the minimum.
- Year 6 pupils are very keen to help other pupils. They lead singing and games activities at break times and this improves behaviour on the playground. In assemblies behaviour is very good as pupils celebrate the achievement of others.
- Pupils have positive attitudes to learning and older pupils say they enjoy learning much more now that teachers set them challenges that make them think.
- Pupils say bullying is very rare. They have a good understanding of different types of bullying, such as cyber-bullying and name-calling. Most pupils are very happy and those who spoke to the inspectors had few things they would improve. Their enjoyment is reflected in above-average attendance.
- Pupils feel safe and recall important messages about how to look after themselves. The school council collaborated to provide a message about their school, and this is it: 'Teachers are supportive and help us to achieve their challenges. We have a lot of friends and have achieved an anti-racism award because we show respect to others'.

The leadership and management are good

- Leadership and management have improved as new roles have developed. Morale is high as staff see the effect of their hard work. The positive ethos has been sustained and all pupils are treated equally and there is no discrimination.
- Procedures for evaluating the school's performance are rigorous and all know how to continue the pace of improvement. The school development plan includes the correct priorities and it is very clear how these are to be tackled. Success is easy to measure for the main literacy and numeracy priorities. This is not as clear for other subjects and actions are not closely linked to raising pupils' progress.
- The deputy headteacher plays a crucial role in tracking pupils' progress. Any lack of progress is spotted and support provided. For example, support to raise the progress of Year 5 pupils as they move into their final year is already in place.
- Previously weaker teaching led to underachievement. Action to resolve this was not always fast enough but this is not the case now. Teaching is checked regularly and staff know what needs improving. As a result, any variations are limited and tackled by support. Regular meetings review progress and staff must explain any lack of progress. However, the leaders of subjects,

other than English and mathematics, do not always ensure that their key priorities and actions taken are closely linked to making improvements in pupils' progress and attainment.

- Staff have targets to reach based on their teaching and pupils' progress. Salary rewards are only allocated when targets are achieved.
- The curriculum is organised effectively. More attention to the interest of boys has raised their progress. A good balance of activities is clear from the outdoor nature resource, high-quality art and the keyboard concert held during the inspection. The use of ICT across the curriculum is restricted by limited resources and the outdoor space for children in the Early Years Foundation Stage is not as exciting as indoors.
- The promotion of pupils' spiritual, moral, social and cultural development is very successful. Cultural development is fostered very well. Pupils understand their role in helping others, such as in raising money for the children in India who live on the streets.
- Links with the local authority are effective, especially in providing advice to improve teaching and offering training for staff and governors.
- **The governance of the school:**
 - The governors take full advantage of training to improve their role. A rigorous review of data leads to probing questions about any underachievement and evaluation about the effect of any support. Governors are determined that past mistakes will not reoccur. They visit regularly and know the overall quality of teaching. The budget is managed efficiently, including checks that salary awards are linked to teachers' performance. Close monitoring of pupil premium funding ensures these pupils benefit from this support. The governing body fulfils its statutory duties, particularly ensuring that safeguarding arrangements meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119611
Local authority	Lancashire
Inspection number	405872

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	151
Appropriate authority	The governing body
Chair	Alan Gaskell
Headteacher	Ray Sudlow
Date of previous school inspection	18 May 2011
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