

# The Holy Family Catholic Primary School

Inspection report

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<b>Unique Reference Number</b>	122820
<b>Local Authority</b>	NOTTINGHAMSHIRE LA
<b>Inspection number</b>	314413
<b>Inspection date</b>	4 December 2007
<b>Reporting inspector</b>	Mike (Michael) Best

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 on roll</b>	
School	223
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Maria Carroll
<b>Headteacher</b>	Mrs Jane Smedley (Acting Headteacher)
<b>Date of previous school inspection</b>	24 March 2003
<b>School address</b>	Netherton Road Worksop Nottinghamshire S80 2SF
<b>Telephone number</b>	01909 473 917
<b>Fax number</b>	01909 531 404

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## Introduction

The inspection was carried out by an Additional Inspector who evaluated the overall effectiveness of the school and investigated the following issues:

- Achievement and standards in Key Stage 1.
- The achievement of more able girls in Key Stage 2, particularly in English.
- The way in which the teachers use information about what pupils know and can do to help them improve their work.

Evidence was gathered from observing lessons; a scrutiny of pupils' work and the school's documentation, and discussions with pupils, parents, staff and governors. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

The number of pupils on roll is similar to most primary schools. Pupils, predominantly from White British backgrounds, come from homes in the town of Worksop and the surrounding area. A small proportion of pupils have English as an additional language. The percentage of pupils eligible for free school meals is below average, as is the number of pupils joining the school other than at the usual time.

The proportion of pupils identified as having learning difficulties or disabilities is below the national average. The deputy headteacher has become acting headteacher since the start of the school year and a senior member of staff is the acting deputy headteacher. In recent months, there has been some staff absence due to illness. The school holds the Basic Skills Quality Mark, Quality Matters 2, the Activemark Gold, Artsmark Gold and Healthy School Full Gold Standard awards.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good Catholic school that provides outstanding care, support and guidance for its pupils and prepares them very well for the next stage of their education and as members of the community. It has a number of outstanding features and enjoys the strong support of parents. Leadership and management are good. The acting headteacher enjoys the respect and high esteem of all members of the school. During the period of transition whilst awaiting the appointment of a new headteacher, members of the acting leadership team are successfully upholding standards and maintaining the quality of the school's provision. Well-established routines and procedures are sustaining their work. They are supported by an able and committed staff and a very effective and well-informed governing body. The school has excellent links with other schools, outside agencies and the diocese. The school makes efficient use of its resources and provides good value for money. Its capacity for further improvement is outstanding. This is because the high quality of the school's monitoring and analysis accurately inform its actions and these have demonstrable impact on raising standards. Targets are challenging and all staff promote a clear vision for the school's future development.

At Key Stage 1, standards at the end of Year 2 have been broadly average in reading, writing and mathematics for the past four years. They are currently in line with national expectations. From an excellent start in the Foundation Stage, most pupils make satisfactory progress and achieve suitable standards in Years 1 and 2. However, the proportion of pupils gaining the higher levels, although rising, is not high enough. The school has rightly identified that teaching needs to make more use of assessment information about what pupils know and can do to raise standards and fully challenge all pupils. A group of pupils from Year 2 are to be included in the weekly target groups for literacy and numeracy in the spring term, and support staff are working closely with pupils identified as needing additional help.

Achievement is good in Years 3 to 6. Having dipped in 2005, standards and the rate of pupils progress have risen year-on-year. In the 2007 statutory tests for Key Stage 2, at the end of Year 6, standards were above average in English and science, and exceptionally high in mathematics. These pupils started in Year 3 with overall results that were above average and they achieved well to exceed the school's very challenging targets. This was because of the good, and often exceptionally good, progress of boys and pupils with learning difficulties or disabilities. Contrary to national trends, boys' results were significantly higher than those of the girls. However, in the light of last year's English results, where some girls in Year 6 narrowly missed a higher level, the school has successfully revised the way in which it teaches writing. A strength of the school's provision is the way in which staff adjust and develop teaching and the curriculum in response to their monitoring and analysis of pupils' achievements. Contributory factors include:

- Lessons that are well matched to pupils' differing abilities and prior learning.
- Teaching and learning styles that appeal to, and capture, pupils' interests.
- Very well-organised support for pupils with learning difficulties and those with the capacity to reach the higher levels both in weekly 'target group' sessions and day-to-day lessons.

The school provides an excellent curriculum with a range of learning opportunities that nourish pupils' interests in both their academic and personal development. The school offers pupils a good range of very popular after-school activities. Visits and visitors widen pupils' knowledge and understanding, and older pupils are well informed about a broad range of topics. Teaching

and learning are good, with some outstanding features that promote pupils' good progress. Staff have good subject knowledge and manage their classes very well. Support staff make a valuable contribution to learning, particularly for pupils with learning difficulties or disabilities, and for the few whose first language is not English. Working relations between staff and pupils are exceptionally good. The high expectations of adults motivate pupils to do their best so that they are actively involved in evaluating their work and know what they need to do to improve it. They thrive in a school community that values effort and success.

Pupils' personal development and well-being are outstanding and reflect the high quality of the school's provision for their care, support and guidance. The excellent spiritual, moral, social and cultural development underpins school life and shines through in pupils' confident and positive attitudes. This, together with their above average skills in literacy, numeracy and information and communication technology, prepares them extremely well for the future. Pupils thoroughly enjoy school. They work very well with each other and say they have no hesitation in turning to an adult if they need help. Attendance is in line with the national average but despite the school's efforts, a significant number of parents take their children on holiday during term time. Behaviour is excellent in lessons and around the school. Pupils report that incidents of bullying are rare and they are unanimous in saying that staff treat any incidents promptly.

Pupils care very well for each other, show respect for adults and take good care of the school. They have an excellent understanding of how to stay safe and the school has robust procedures in place to safeguard them. Pupils are very well informed about leading a healthy lifestyle and are proud of their recent Healthy School Gold and Active Mark awards. Pupils take an active part in the day-to-day life of the school through the school and house councils. They act as playground 'buddies', take responsibility for jobs around the school and are closely involved activities both within the local parishes and the wider community.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

When they start in the Nursery, children's skills and experiences are below those expected for their age in communication, language and literacy and mathematical development. Children make rapid progress, particularly in their personal and social development. By the time they move to Year 1, many exceed the expected goals in all the areas of learning.

The attractive and well-equipped unit is very well led and managed. Children experience a carefully thought-out programme of activities. Resources, including the interactive whiteboard, are used very effectively. Staff and volunteers support children's learning diligently, encouraging them to express themselves clearly, make decisions, share equipment, and work together. There is a good balance between organised and free play activities, and staff expertly help children to acquire the early skills that are the building blocks of their future success. Staff know the children very well and make good use of assessment when planning the next steps in learning.

## **What the school should do to improve further**

- Raise standards in Key Stage 1, particularly for the more able, by improving the use of assessment information to fully challenge pupils in their learning.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

6 December 2007

Dear Pupils

Inspection of The Holy Family Catholic Primary School, Worksop, S80 2SF

Thank you very much for making me so welcome when I visited your school earlier this week. You are absolutely right to be proud of your school. I was particularly struck by your excellent manners and how well you get on with, and care for, each other. Your behaviour is outstandingly good, and you made it very clear to me by what you said, and from the way you work and play, that you thoroughly enjoy school. You certainly know how to keep healthy - I congratulate you on gaining both the Healthy School Gold Standard and Active Mark Gold awards.

The staff take excellent care of you and provide a super range of activities for you to follow both in and out of lessons. You are extremely well prepared for your move to secondary school. They give you lots of support, particularly when you find learning difficult, and are there to support you whenever you need help. Mrs Smedley and Mrs Brown are looking after the school until the governors find a new headteacher. Together with the staff and governors, they have an excellent understanding of how well you are getting on and how they can help you do even better. You work hard in lessons and achieve well. You get an excellent start to school in the Foundation Stage where there is a super range of activities for you to enjoy and help you learn. I am really impressed by how well the children in the Nursery use the interactive whiteboard and by the progress children in Reception are making in learning their sounds and letters - fantastic!

In Key Stage 2, I was very pleased to see how well you answered teachers' questions and thought really hard about solving some tricky problems in numeracy. I am particularly pleased to see how sensibly you evaluate your own work and help identify what you need to do next to improve. There is a real buzz about the learning going on in your classrooms. In Key Stage 1, I saw you working hard in both numeracy and literacy lessons. That is really important because in the past, not everyone has done as well as they could in reading, writing and mathematics by the end of Year 2. I have asked your teachers to make smarter use of the information they have about what you know and can do so that you are fully challenged in lessons - I know you are up to it.

Keep working hard and enjoying school.

Yours truly

Mike Best

Lead inspector