

Holy Family Catholic Primary School, Ingol, Preston

Inspection report

Unique Reference Number	119611
Local Authority	Lancashire
Inspection number	339481
Inspection dates	22–23 April 2010
Reporting inspector	Julie Price Grimshaw

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	Mr Alan Gaskell
Headteacher	Mr R Sudlow
Date of previous school inspection	12 July 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited seven lessons and observed seven teachers. They held meetings with governors, staff, groups of pupils and parents and carers. They observed the school's work, and looked at pupils' work, improvement planning, policy documents, national published assessment data and the school's own data. Inspectors also analysed 62 parental questionnaires as well as the views of a selection of pupils and staff.

- the sustainability of recent improvements to achievement at Key Stage 1
- the impact of the school's work to improve the quality and consistency of teaching
- the accuracy of the school's judgements on leadership and management, including evidence about the extent to which outcomes for pupils are improving strongly.

Information about the school

The school is smaller than the average primary school. The proportion of pupils known to be eligible for free school meals is around twice the national average. Almost all pupils are of White British heritage and very few are at the early stages of speaking English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average. Pupils in Years 3 to 5 are taught in two mixed-age classes.

Since the last inspection there has been significant instability in staffing at Key Stage 1.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to: arrangements for the safeguarding of pupils; the effectiveness of leadership and management; the effectiveness of the governing body; the quality and consistency of teaching and the promotion of community cohesion.

Despite some significant weaknesses, the overall outcomes for pupils are satisfactory. There are strengths in aspects of pupils' personal development, for example, they attend well, and have a good awareness of how to keep safe and stay healthy. Their behaviour is also good, both in and out of lessons. Pupils' achievement has remained satisfactory since the last inspection. Their attainment by the end of Year 6 is broadly average and, despite some variation, they make satisfactory progress overall. Nevertheless, there is little evidence of improvement in achievement over the last three years. Pupils' spiritual, moral and social development is strong; they get on well and show kindness and consideration to one another. However, pupils' awareness of faiths and cultures other than their own is poor, and the school's promotion of community cohesion is inadequate.

Children get off to a good start in the Early Years Foundation Stage where they are taught well and make good early progress. The quality of teaching in the main school is satisfactory overall, but there is some inconsistency across classes, which in turn affects the rate of pupils' progress. This is especially the case in Key Stage 1 where the school's efforts to address weaknesses in teaching have had limited impact, partly due to the instability in staffing. As a result, even though last year's teacher assessments of Year 2 pupils showed some improvement on previous years, there is limited evidence of a sustainable upward trend. Although aspects of pastoral care are strong features of the school's work, the overall quality of care, guidance and support is inadequate because procedures for safeguarding pupils do not meet statutory requirements.

Leaders, managers and governors are committed to their work, but too little has been done to secure improvement since the last inspection, and some aspects of the school's work have weakened. The school's self-evaluation is inaccurate. Improvement planning lacks focus and does not identify the most important aspects for development. The governing body is supportive but it is not sufficiently involved in holding the school to account. As a result of the above weaknesses, the school's capacity for sustained improvement is inadequate.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Ensure that systems and procedures for safeguarding pupils are rigorous and meet all statutory requirements.
- Ensure that, in order to secure the necessary capacity to improve, school planning is sharply focused on the most important areas that the school needs to tackle, identified through accurate and rigorous, self-evaluation.
- Improve the promotion of community cohesion so that pupils develop a much greater awareness of faiths and cultures other than their own.
- Increase the involvement of the governing body in bringing about improvements to the school.
- Accelerate pupils' progress by improving the quality and consistency of teaching, particularly at Key Stage 1 and in some mixed age classes, by increasing pace, challenge and the use of information and communication technology.

Outcomes for individuals and groups of pupils

3

From their starting points, which are generally below average, pupils make satisfactory, but very inconsistent, progress in their learning throughout the school. Attainment at Key Stage 1 had been on a downward trend since 2005, although there was an improvement in 2009. However, the school is not yet in a position to build upon this and sustain the ongoing improvement. Overall attainment at Key Stage 2 has declined since 2007 and evidence gathered during the inspection suggests considerable variation in attainment within and between different year groups. The progress of all groups of pupils, including those with special educational needs and/or disabilities, and those learning English as an additional language, is satisfactory. However, the rate of progress is largely dependent upon the quality of teaching within particular classes.

Pupils are friendly and welcoming to visitors. They are proud of their school and have a good understanding of how to stay safe, including when using the internet. Most choose to eat healthily and enjoy taking exercise. Pupils, especially in upper Key Stage 2, develop secure team working skills and this supports their satisfactory preparation for the future. Pupils' spiritual and moral development is secure, but they know very little about other faiths and cultures, including those found in the United Kingdom.

Furthermore, a significant proportion of pupils have an inaccurate view of how people live in other parts of the world and do not fully appreciate the rich cultural diversity that will greet them when they leave school.

These are the grades for pupils' outcomes

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

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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	3
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	3

How effective is the provision?

The quality of teaching observed during the inspection, whilst satisfactory overall, ranged from inadequate to good, reflecting the wide variation across the school. The most effective teaching is in the Year 4/5 class and the Year 6 class, where lessons move at a brisk pace and work is well-matched to pupils' individual needs. In such lessons, support staff are deployed well and help pupils to make good progress. Less effective lessons are not as tightly planned and can lack pace, with some work too easy for the most able pupils. Teachers do not always make the best use of information and communication technology to support learning, and in some cases, available resources such as interactive whiteboards are rarely used. The use of assessment is satisfactory overall, with some good written feedback being provided to pupils in most, but not all classes.

The curriculum adequately meets pupils' needs with appropriate opportunities for pupils to develop their literacy and numeracy skills and to enjoy a variety of other subjects. It is organised into separate subject areas, and some content lacks excitement and does not motivate the pupils. The school is considering moving towards a theme-based approach to tackle this and enliven learning. There are some very effective enrichment activities, such as residential visits and themed weeks.

Pupils say that they feel very well cared for and know that there is always someone that they can talk to. Good support is provided for pupils with special educational needs and/or disabilities. However, arrangements for safeguarding pupils do not meet statutory requirements. At the time of the inspection, there were omissions in key documents and not all staff were up-to-date with training in child protection.

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These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	4

How effective are leadership and management?

Since the last inspection, there has been insufficient momentum in driving improvement. Although monitoring of teaching and learning has maintained the overall quality of these aspects of provision as satisfactory, key weaknesses, particularly at Key Stage 1, have not been resolved. The school's self-evaluation is over generous in several areas, including the judgements on leadership and management, as there is insufficient evidence that outcomes for pupils are improving strongly. Improvement planning is not linked closely enough to self-evaluation and so the most urgent and important issues for the school are not always correctly identified.

The previous inspection report states that the governing body's role in checking on standards and achievement was underdeveloped, and this remains the case. In spite of their dedication to the role, governors are not sufficiently involved in holding the school to account and do not take an active enough part in evaluating the school's work. In addition, checks to ensure that safeguarding procedures meet requirements have not been carried out with sufficient rigour.

The school's partnership with parents and carers and with external agencies is satisfactory. The promotion of equal opportunities is secure; the school gathers information on the performance of different groups of pupils to inform how provision might best match their needs. However, the promotion of community cohesion is inadequate and is reflected in pupils' weak knowledge of a range of faiths and cultures. There is currently no systematic planning for opportunities or any evaluation of the impact of the school's work on community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	4
	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3

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	
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the school with skills that are below those typically expected for their age. They make good progress in all areas of their learning because teaching is good and they are given a varied range of practical activities that encourage their investigation and curiosity. In addition, good quality resources are used to engage their interest and add to the fun of learning. For example, children enjoyed a variety of activities related to learning about the roles of nurses, cooks and police officers as part of their topic work on 'people who help us.'

The outdoor area is used very well in the Nursery, although outdoor provision is less effective in the Reception class, especially in terms of promoting children's physical development. Relationships between adults and children are good; children are well cared for in this secure and attractive setting. Good emphasis is placed on developing children's personal and social skills and as a result they play happily together, willingly sharing resources and taking turns. They quickly grow in confidence, for example, as they help to serve snacks to each other. However, on a few occasions, adults do not always intervene in children's role play in a way that effectively develops spoken language.

Leadership and management of the Early Years Foundation Stage are good. Staff work well together as a team and have established effective links with parents and carers, who are kept informed about their children's learning and progress. Planning and assessment systems are good, with children's progress being carefully tracked and the information used well to plan the next steps in their learning. As a result, most children are working at a broadly average level by the time they move in to Year 1.

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

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

Views of parents and carers

Just under half of parents and carers responded to the inspection questionnaire. The great majority expressed support for the school, with a few commenting on the welcoming atmosphere and the quality of care shown by staff for the pupils. A small minority felt that their children were not making enough progress, and a similar proportion had concerns about the behaviour at the school. Inspectors found that, although pupils within some year groups do not always make enough progress, pupils' progress overall is satisfactory. Inspectors judged that pupils' behaviour was good, and that behaviour management by staff was at least satisfactory and sometimes good. A few parents expressed concern about the school's arrangements for ensuring the confidentiality of the questionnaires. Inspectors found that this was a valid concern.

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, Ingol, Preston 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 151 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	53	28	45	1	2	0	0
The school keeps my child safe	38	61	23	37	1	2	0	0
The school informs me about my child's progress	35	56	23	37	2	3	0	0
My child is making enough progress at this school	31	50	27	44	4	6	0	0
The teaching is good at this school	38	61	22	35	1	2	1	2
The school helps me to support my child's learning	34	55	25	40	2	3	0	0
The school helps my child to have a healthy lifestyle	30	48	29	47	2	3	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)	28	45	31	50	2	3	0	0
The school meets my child's particular needs	30	48	31	50	1	2	0	0
The school deals effectively with unacceptable behaviour	29	47	26	42	6	10	0	0
The school takes account of my suggestions and concerns	31	50	25	40	2	3	0	0
The school is led and managed effectively	38	61	23	37	1	2	0	0
Overall, I am happy with my child's experience at this school	38	61	23	37	1	2	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). 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.



26 April 2010

Dear Pupils

Inspection of Holy Family Catholic Primary School, Ingol, Preston, Preston, PR2 3YP

I visited your school recently together with two other inspectors so that we could find out how well you are doing. I would like to thank you for making us feel so welcome and for sharing your views with us. I would also like to share our main findings with you.

We were pleased to hear that you like coming to school and that you enjoy your learning. You have a good awareness of how to stay safe, and we were impressed with your knowledge of healthy eating. Almost all of you behave well, both in and out of lessons. You understand how important it is to be kind and considerate to one another. However, we think that you could learn much more about other faiths and cultures and we have asked the school to help develop your understanding in this area.

The children in Nursery and Reception get off to a really good start and make good progress in their learning. By the end of Year 6, most of you have made satisfactory progress, but the rate of progress varies too much between Year 1 and Year 6. Some of you make really good progress and we would like to see this happen right across the school, so we have asked the staff to do everything they can to make sure you all achieve well in every class.

All of the adults who manage and govern your school are committed to their work. We know that the staff care for you, but the school needs to make sure that all of its systems for keeping you safe are followed very carefully at all times. We have also asked the school to look very thoroughly at its work and then carefully plan for improvement.

We have judged that your school requires a 'notice to improve'. This means that it will be visited again by an inspector who will check that things are getting better. We are glad that you are proud to attend Holy Family and wish you well in the future.

Yours sincerely,

Ms Julie Price Grimshaw

Lead Inspector

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