

# Holy Family Catholic Primary School, Ingol, Preston

## Inspection report

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<b>Unique Reference Number</b>	119611
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	363908
<b>Inspection dates</b>	18–19 May 2011
<b>Reporting inspector</b>	Jean Kendall HMI

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>	150
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Alan Gaskell
<b>Headteacher</b>	Mr R Sudlow
<b>Date of previous school inspection</b>	22 April 2010
<b>School address</b>	59 Whitby Avenue Ingol, Preston Lancashire PR2 3YP
<b>Telephone number</b>	01772 727471
<b>Fax number</b>	01772 725122
<b>Email address</b>	head@holyfamily.lancs.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed eight lessons, saw six teachers and looked at pupils' work in all classes. They met with governors, local authority representatives, staff and groups of pupils. They observed the school's work, and looked at its monitoring and self-evaluation, action planning and safeguarding arrangements in detail. They took account of 64 parental questionnaires, 57 pupil questionnaires and 14 questionnaires from staff.

- The quality and impact of safeguarding arrangements, self-evaluation and improvement planning by school leaders and the governing body.
- Pupils' progress and standards achieved in reading, writing and mathematics.
- The quality of teaching and the use of assessment in all classes.

## Information about the school

This smaller than average size school, serves the area of Ingol and Tanterton in North West Preston. The majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is more than twice the national average. The percentage of pupils with special educational needs and/or disabilities is higher than average.

The Early Years Foundation Stage is provided in a Nursery class and a mixed-age Reception and Year 1 class. There have been changes to staffing and the school leadership team since the last 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

**3**

### Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires a notice to improve. It is providing a satisfactory standard of education and satisfactory value for money. Aspects of the school's work are good, including the care, guidance and support given to pupils and the promotion of community cohesion. Pupils make satisfactory progress in their learning and good gains in their health and well-being.

Staff and the governing body have shown determination to tackle inadequacies identified at the last inspection. They have put effective systems in place to monitor and improve the quality of provision and track the pupils' progress in their learning. These provide a firm foundation for accurate self-evaluation and improvement planning. Members of the governing body have undertaken extensive training to enhance their skills and are providing good support and challenge to ensure weaknesses are tackled. All statutory duties are met, including government requirements for safeguarding. Many systems and strategies are recently introduced and are not fully embedded in all practice across the school. Nevertheless, the quality of teaching is improving and pupils' achievement is rising, indicating that the school has satisfactory capacity for sustained improvement.

The school is friendly and welcoming. Pupils feel very safe because behaviour is good and they receive good care and support from adults. Pupils are confident that adults will deal effectively with any inappropriate behaviour and 'sort out' any concerns they might have. They find their teachers helpful and enjoy lessons. Their views are endorsed by parents and carers, who comment, for example, that their children, 'are enthusiastic about all aspects of school' and 'could not be happier'. They have confidence in leaders to continue to improve the school.

Teaching has improved considerably in the last year and is now consistently satisfactory, with none that is inadequate. Reading is taught well and good systems to assess pupils' knowledge and skills have been introduced recently. These are helping to ensure activities are better matched to pupils' learning needs. However, there are still gaps in pupils' knowledge in writing and mathematics and some errors are not checked sufficiently well. Pupils are working below age-related expectations in some classes. Consequently, although pupils are now making more rapid progress in Year 6, their attainment is below average in writing and mathematics. Where teaching is most effective it provides pupils with opportunities to develop their skills via interesting and challenging independent tasks. It provides time for them to reflect on their work, give their views and take responsibility for their own learning. However, these approaches are not consistent across the school.

Children in the Nursery and those of Reception age make good progress in the Early Years Foundation Stage provision. They make particularly good progress in adult-led sessions and activities that are closely supervised. This is because practitioners make very good use

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of assessment information to plan relevant work and intervene appropriately to develop their skills. However, activities that children access independently do not always provide sufficient challenge to extend the learning of the more-able and the older children.

Up to 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.

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

- Raise attainment in mathematics and writing by:
  - ensuring key skills are taught progressively and systematically so that pupils work at age-related expectations in each class
  - ensuring marking leads to improvement in pupils' work
  - giving pupils sufficient opportunities to take responsibility for their own
- learning and practise their skills in independent work.
- Ensure that activities to help children learn independently in the Early Years Foundation Stage provide opportunities for creative thinking, problem-solving and investigation to extend the learning of the more-able and the older children.
- Embed the systems and teaching strategies that have been implemented recently, monitor their impact and share the most effective practice.

## Outcomes for individuals and groups of pupils

**3**

Pupils have good attitudes to learning and are keen to do well. They particularly enjoy lessons where they are given challenges and can solve problems, but are less enthusiastic about those where they sit and listen for long periods. Children enter the Nursery with knowledge and skills that are mostly well below expectations for their age. They make good progress in the Early Years Foundation Stage and satisfactory progress across the rest of the school. Attainment at the end of Year 6 was average in reading and below average in writing and mathematics in 2010. Standards in the current Year 6 are higher but still slightly below average in mathematics and writing. Standards in the current Year 2 are considerably higher than they were in 2010 and in line with the national average. Pupils with special educational needs and/or disabilities make satisfactory progress.

The vast majority of pupils behave very well in lessons and do their best to support a few who struggle with their behaviour. They show consideration for each other in shared areas of the school. Pupils have a good understanding of how to keep themselves safe. They know how to eat healthily and are physically active. Pupils take full advantage of the many after-school clubs. They are proud to be a part of their school community and are keen to take on responsibilities. They are being given more opportunities to contribute to decisions about their learning in some classes but this is not consistent across the school. They make a very good contribution to the local community through their participation in various activities and events, fund-raising and links with councillors.

Pupils' cultural awareness has developed significantly since the last inspection, when it was identified as an area for improvement. Their spiritual, moral and social development is strong. Pupils have developed their understanding of different faiths and cultures through partnerships with schools locally and further afield. They are curious to learn about the

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world around them and show respect for those from different backgrounds. Attendance is in line with the national average. The majority of pupils attend very well; a few have had extended absences due to illness or family visits abroad. Pupils' good behaviour and social skills, together with their literacy, numeracy and computer skills ensures that they are adequately prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Teaching has improved since the last inspection. This is due to a re-organisation of staffing, good quality professional development and a new approach to planning lessons and assessing how well pupils are doing. Where teaching is at its best, pupils make good progress because work is at just the right level and the topics are interesting. Pupils make slower progress in lessons where they spend a lot of time listening as a whole class or the teachers' explanations lack precision. Effective systems have been introduced to track pupils' progress, enabling teachers to identify under achievement early and provide appropriate additional support. The needs of pupils with special educational needs and/or disabilities are very well known so that effective individual plans are put in place. Marking is consistent and all pupils have targets for improvement. However, the extent to which pupils understand their targets and act on the advice to improve their work varies. This is particularly the case in writing, where pupils' repeated errors hinder their progress.

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The curriculum adequately meets pupils' needs and pupils are enjoying the more creative approaches and topic-based work. The school's work to promote community cohesion and pupils' understanding of diversity has broadened pupils' experiences in the last year through visits and visitors to the school. There is a good range of enrichment and extra-curricular activities that are well attended by pupils. Pupils enjoy the martial arts, golf and dance clubs, as well as gaining from additional support in English and mathematics.

Teachers provide good levels of care, guidance and support so that pupils feel very safe, valued and cared for. Pupils commented that, 'Teachers are kind.' 'They help us with our work.' and 'They help to sort out any squabbles.' Support for pupils whose circumstances may make them vulnerable, those who are persistently absent and those with special educational needs and/or disabilities has developed very effectively since the last inspection. Links with the associated secondary school are well established so that pupils feel confident as they move on to their next school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school has successfully tackled inadequacies identified at the last inspection. The leadership team has been strengthened with the appointment of a permanent deputy headteacher and more clearly defined responsibilities for leaders at all levels. Subject leaders are taking an increasing part in monitoring and evaluation through work sampling and monitoring pupils' progress. Teaching has improved and staff show determination and commitment to improve the school further and raise pupils' achievement. Teachers are setting challenging targets for pupils. Although these developments are at early stages, there are indications that the standards being achieved by pupils are improving as a result.

Members of the governing body have widened their involvement in monitoring and improvement planning so that they have a very clear understanding of the school's performance. They have reviewed safeguarding procedures and ensured that necessary improvements have been made. Safeguarding meets all current government requirements. They have appropriate plans in place to increase the school's engagement with parents and carers, which is currently satisfactory.

Plans to promote community cohesion have progressed well. Links with schools in the wider community and other countries have enabled pupils to engage with children from different backgrounds and develop their understanding of cultural diversity. The school itself is a highly cohesive community where pupils from all backgrounds and ethnic groups show respect for each other and feel well supported. There are good strategies in place to

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promote equality of opportunity and tackle discrimination, for example, in ensuring all pupils have access to enrichment activities and that those who need it receive additional support. The school's work is enhanced by strong partnerships, particularly in the promotion of pupils' health and well-being and support for pupils whose circumstances may make them vulnerable.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</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>3</b>

## Early Years Foundation Stage

Children in the Early Years Foundation Stage settle quickly, feel safe and grow in confidence in the welcoming, secure environment. They enter the Nursery with skills that are mostly well below those expected for children their age and make good progress to develop skills that are broadly in line with expectations by the time they start Year 1. Children make the most rapid progress in adult-led group work, particularly in their language skills. This is because practitioners make very good use of assessment information and intervene effectively to develop children's knowledge and skills. The Nursery and Reception classes are well resourced and have excellent outdoor facilities that give children a broad experience and capture their imagination. Children play happily together and really enjoy the range of activities. For example, they enjoyed building a 'pirate ship' and writing to the lighthouse keeper in their themed work on the seaside. However, the activities that are provided to help them learn independently, without adult intervention, do not always provide sufficient challenge to extend the learning of the more-able children. This means that they sometimes tend to 'flit' from activity to activity.

Nevertheless, the vast majority of children make good progress because of the good support from adults. The good provision is underpinned by good leadership and management. Adults work well as a team and know the children well. Assessment is used to good effect to keep track of children's learning and plan activities to meet their needs

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and interests. Good links with parents and carers are maintained through regular daily contact and parents and carers are kept well informed. All welfare requirements are in place.

*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

All parents and carers who returned questionnaires agreed that their children enjoy school and are kept safe. The vast majority are happy overall with their children's experience. Parents and carers have a high level of confidence in school leaders and feel that teaching meets their children's needs well. A few parents and carers commented that they would like to be better informed about their children's progress and a couple felt that behaviour could be better dealt with. School leaders and governors are exploring ways to ensure all parents and carers feel well informed about children's progress and the school's strategies to deal with any inappropriate behaviour. Inspectors found behaviour management to be good in the lessons observed.

## 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 150 pupils registered at the school.

<b>Statements</b>	<b>Strongly agree</b>		<b>Agree</b>		<b>Disagree</b>		<b>Strongly disagree</b>	
	<b>Total</b>	<b>%</b>	<b>Total</b>	<b>%</b>	<b>Total</b>	<b>%</b>	<b>Total</b>	<b>%</b>
My child enjoys school	47	73	17	27	0	0	0	0
The school keeps my child safe	52	81	12	19	0	0	0	0
My school informs me about my child's progress	41	64	20	31	1	2	1	2
My child is making enough progress at this school	44	69	19	30	1	2	0	0
The teaching is good at this school	45	70	18	28	1	2	0	0
The school helps me to support my child's learning	40	63	20	31	1	2	1	2
The school helps my child to have a healthy lifestyle	43	67	20	31	0	0	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)	38	59	23	36	3	5	0	0
The school meets my child's particular needs	41	64	23	36	0	0	0	0
The school deals effectively with unacceptable behaviour	40	63	21	33	1	2	2	3
The school takes account of my suggestions and concerns	38	59	24	38	0	0	2	3
The school is led and managed effectively	43	67	19	30	1	2	0	0
Overall, I am happy with my child's experience at this school	49	77	14	22	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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:	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. <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 pupils' 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.**



20 May 2011

Dear Pupils

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

Thank you for your warm welcome when we inspected your school recently. We found that your school has improved since the last inspection and is providing you with a satisfactory quality of education. This is because school leaders, governors and staff have worked hard to introduce new systems and improve provision. We found your school very friendly and welcoming; you play an important part in this.

Aspects of the school's work are good, including teachers' care, guidance and support for you and the promotion of community cohesion. This helps you to make good gains in your health and well-being and develop good social and personal skills. You feel very safe because behaviour is good and you are confident that adults will deal with any concerns. You have developed your understanding of diversity very well in the last year. You told us how you are enjoying learning about other cultures through the links you have made with children in other schools.

Teaching has improved and you told us how much you are enjoying lessons where you can investigate and solve problems. You are making satisfactory progress in your learning across the school and even better progress in some areas. Children in the Early Years Foundation Stage make very good progress in adult-led activities but could benefit more in independent activities. Pupils in the rest of school make good progress in reading but slower progress in writing and mathematics.

We have asked school leaders to improve some areas of work.

- To raise attainment in writing and mathematics by making sure skills are taught systematically in every class and that you can practise them in independent work.
- To ensure that activities to help children learn independently in the Early Years Foundation Stage extend the learning of the more-able children.
- To make sure that new systems and approaches are fully used across the whole school.

We are confident they can do this because they have put effective systems in place to sustain improvement. We wish you every success in the future.

Yours sincerely

Jean Kendall

Her Majesty's Inspector on behalf of the inspection team

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