

Holy Family Catholic Primary School, Addlestone

Ongar Hill, Addlestone, KT15 1BP

Inspection dates 3–4 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher's high expectations and ambition for improving the school are successfully communicated to the whole staff. As a result the school has achieved above national standards in reading, writing and mathematics at Key Stage 2.
- Teaching throughout the school is consistently good and some is outstanding.
- High-quality teaching in the Early Years Foundation Stage enables many children to reach a good level of development by the time they leave Reception.
- The school is committed to encouraging pupils and their families to learn together and this is supporting their faster progress.
- Pupils' behaviour is exemplary. They are eager to learn and they are unreservedly polite and courteous to one another.
- Support staff, who work with pupils in need of extra help, are making a strong contribution to rising standards.
- Strong personal, spiritual, moral, social and cultural development is at the heart of the school's success and underpins all of its strengths.
- Governors are increasingly holding the school rigorously to account for its performance.

It is not yet an outstanding school because:

- Pupils' progress is slower at Key Stage 1.
- There is not enough outstanding teaching to ensure pupils maximise their achievement, particularly in Years 1 and 2.
- In a few lessons teachers do not always check pupils' understanding or that they act on guidance given in marking.
- Sometimes work that teachers set does not build on pupils' knowledge and skills to help them solve real-life mathematical problems.

Information about this inspection

- Inspectors observed 13 lessons, three of which were joint observations carried out with the headteacher. Inspectors also carried out a series of short visits to other lessons across the school, observed an assembly and listened to children read.
- Meetings were held with staff, pupils, the Chair of the Governing Body and a foundation governor. The lead inspector spoke with a representative from the local authority by phone. Inspectors took account of the 82 responses to the online Parent View questionnaire, as well as the views of the parents and carers they met. Inspectors also considered the 19 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation, including national test results and the school’s own information about pupils’ achievement, the school’s self-evaluation, improvement plans, safeguarding policies and records and documents relating to performance management.

Inspection team

Lesley Leak, Lead inspector

Additional Inspector

Bryan Meyer

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school with one form of entry.
- The proportion of children who are eligible for the pupil premium is well below average. The pupil premium is additional funding for certain groups including the children in care of the local authority and pupils known to be eligible for free school meals.
- The proportion of pupils who come from minority ethnic backgrounds is higher than average although the proportion of pupils who speak English as an additional language is very small.
- The proportions of disabled pupils and of those who have special educational needs at school action, school action plus and with a statement of educational needs are below the national average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- A new headteacher and a new Chair of the Governing Body have been appointed since the last inspection and have been in post for a year.
- The school has been part of a strong local confederation of schools for many years.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to ensure that the rise in pupils' achievement in writing and mathematics is sustained by ensuring that:
 - teachers regularly check their pupils' understanding throughout lessons and provide them with more demanding work as soon as they are ready
 - pupils are routinely given opportunities to respond to teachers' comments in marking and to correct their mistakes in mathematics and other subjects across the curriculum
 - pupils are regularly provided with real-life problem solving opportunities which encourage them to apply new knowledge and skills in a practical and meaningful way, especially in mathematics.
- Accelerate standards and achievement throughout Key Stage 1 in English and mathematics by:
 - promoting the teaching of mathematics across the curriculum to develop pupils' confidence in the subject
 - ensuring that at times, pupils to work together on their writing so that they can learn from each other.

Inspection judgements

The achievement of pupils is good

- Most children in the Early Years Foundation Stage enter Reception with typical skills for their age and make good progress. By the end of the Reception attainment is above average as a result of the good teaching they receive. Over the course of Years 1 and 2, most pupils continue to make expected progress in English and mathematics, securing attainment which is in line with that seen nationally.
- Pupils build well on earlier learning, making rapid progress in Key Stage 2. By the end of Year 6, pupils reach standards which are above the national average in reading, writing and mathematics.
- Pupils' achievement in writing, in Year 2, dipped in 2013. However evidence from this inspection shows that this class is currently making good progress in writing because of the school's successful strategies to remedy the situation.
- The most-able pupils achieve well and this is reflected in the above average proportion of pupils reaching the highest levels in the national assessments at the end of Years 2 and 6.
- The strong focus on securing good speaking and listening skills, through the promotion of 'talk partners' and the many opportunities to present their ideas to others, means that pupils are confident learners who respond well to the challenges they are set.
- The results of the phonics check (letters and sounds) for six year olds in 2012 and 2013 demonstrate above average reading skills and this is having a strong impact on pupils' reading which is secure. Pupils benefit from daily, small-group, guided reading lessons which ensure they experience a wide range of genres. Pupils also benefit from having regular access to a well-equipped and stimulating library, as they are supported to read on their own. A small minority of pupils, with below average phonics skills and who do not have good competence in reading unfamiliar words in Key Stage 1, make good progress in reading by the time they leave Year 6, as a result of the additional support they receive.
- Standards of achievement are accelerating in mathematics because teachers carefully match activities to pupils' abilities and are methodical in their teaching of new mathematical concepts and vocabulary. Teachers have very high expectations of what pupils can achieve and the greater emphasis on pupils knowing their times tables and number bonds ensures that they have a strong mathematical skills base from which to draw. Their ability to apply these basic skills to real-life or problem-solving situations is less well developed.
- Pupils' achievement in writing is improving, as a result of careful attention to the technical aspects of what makes good writing, and the additional opportunities to write at length in other subjects, especially in Key Stage 2.
- The school actively promotes equal opportunities and tackles discrimination by ensuring pupils who are not making sufficient progress are given extra help to achieve well. Careful checks on pupils' progress mean that anyone who needs extra help is quickly identified and provided with specific support. Consequently, all pupils who are disabled and those with special educational needs or who have English as an additional language, make at least expected progress over time, with many exceeding national expectations.
- By the time they reach Year 6, the very few pupils who are eligible for support from the pupil premium funding secure higher attainment in English and mathematics than pupils nationally. This is because funding has been effectively spent on meeting the needs of identified pupils through additional support and other small-group activities to accelerate their progress.

The quality of teaching is good

- Consistently good teaching is enabling successful learning in English and mathematics. Teachers know their classes well and are committed to doing their best for everyone. They create extremely positive classroom environments which foster good relationships and

promote high expectations of pupils' behaviour and achievement.

- In the Early Years Foundation Stage, where staff provide a stimulating and caring environment, inside and outside, children's learning and development are extended through high-quality interactions and well-planned and imaginative learning experiences. Adults challenge children well, enabling them to make good progress in their early reading, writing, numeracy, physical and social skills. For example, during the inspection some children were asked to write a design brief for their construction project.
- Adults who support pupils in need of additional help, including disabled pupils and those who have special educational needs or who are eligible for funding through the pupil premium, are making a strong contribution to their rapid progress because of the effective support they provide for groups and individuals. Staff are well trained and briefed on how best to support those pupils and as a result they become successful learners.
- Most work is set at the right level for each pupil and learning moves at a fast pace when teaching is challenging and inspiring. For example, pupils' progress in mathematics is accelerated most when pupils are supported to apply their knowledge and skills in real-life problem-solving situations. In a highly effective Year 5 mathematics lesson, along with a specified budget, pupils were given a wide range of facts and figures relating to the organisation of a children's birthday party. Provided with various data such as the height and age of the girl, prices of sweets, toys, birthday cards and hall hire, their task was to work out the cost of a 'party bag', by eliminating irrelevant statistics. Highly engaged by the activity, they all rose to the challenge by applying their mathematical skills to solving this problem. This good practice is not yet seen in all classes.
- Sometimes when the pace of learning slows it is because teachers have not checked pupils' understanding or engagement throughout the lesson, anticipating where to intervene and setting harder work for pupils as soon as they are ready.
- Evidence in pupils' books shows that writing standards are improving, particularly where creative opportunities are provided for pupils to write at length in a range of subjects, linked with their topic. Some especially successful writing was seen in Year 3 where pupils pretended to be the old man in the picture book, 'The Tin Forest', and imagined his view from the window. One girl was inspired to write, 'From my window, I can see much further across the countryside, although I am still miserable, lonely and sad.' In this example, as elsewhere, the teacher's explicit teaching of the time connective, 'although', was well deployed.
- Teachers' feedback on pupils' writing is exceptionally well executed and this is contributing to pupils' good progress in English. Pupils know their next steps and act on their teachers' guidance, making the necessary corrections and following up on extension activities when they arise. This is having a strong impact on their rising attainment in writing. However marking is not as rigorous in other subjects, including mathematics, where there is not always enough attention paid to corrections or tackling harder problems when pupils demonstrate that they are ready.

The behaviour and safety of pupils are outstanding

- The behaviour in lessons and around school is outstanding. Pupils are unreservedly polite and courteous to one another and there is a strong community feeling to the school. In the words of one pupil, 'We are all one Christian family here.'
- Pupils are eager to learn and are highly motivated. They demonstrate outstanding social skills, working harmoniously together in pairs or small groups. They respond well to teachers' high expectations and seize opportunities to take responsibility for their own learning and consequently achieve well.
- Pupils of all ages take responsibility for their own actions. They have a good understanding of how to stay safe. Bullying is extremely rare, as pupils fully recognise the importance of caring for one another. Pupils' understanding of the different kinds of bullying is secure. They are

confident in the school's ability to deal with bullying swiftly.

- Pupils value the many opportunities to take on important roles and responsibilities such as sports leader, prefect, eco club member and school's council representative. They respond positively to the 'reading partner scheme', whereby pupils higher up the school listen to pupils read in Reception and Years 1 and 2, relishing how 'everyone gets to know each other better'.
- Spiritual assemblies provide opportunities to reflect on important Christian values and are regularly used for rewarding pupils' significant acts of kindness and thoughtfulness. As a result, pupils need very little prompting to behave well.
- Pupils are happy at school and consequently their attendance is consistently above average.

The leadership and management are good

- Under the strong leadership of the new headteacher, leaders including the governing body have a common vision for the school's future and a clear view of the strengths and areas for development which they are tackling with relentless determination. This has led to the strengthening picture of achievement in English and mathematics at Key Stage 2 and better teaching of science, since the previous inspection.
- Subject leaders make sure that assessments of pupils in English and mathematics are accurate so that lesson planning enables pupils of different abilities to reach their potential more quickly. Consequently, most teachers provide pupils with success criteria so they are clear about what they must know, understand and be able to do by the end of the lesson.
- The school's systems for managing staff performance are effective in ensuring that teaching is good, with some that is outstanding. The improving quality of teaching is strengthened by a rigorous programme of professional development which is effective and supportive. It is based on the identified needs of staff and the needs of newly qualified teachers. The appraisal system for teachers and support staff is rigorous and linked closely to Teachers' Standards, ensuring that challenging targets are set in relation to pupils' progress.
- The curriculum is enhanced by its cross-curricular, themed approach and meets the needs and interests of all pupils. It is further enriched by an exciting range of after-school clubs such as fitness clubs, cross country, choir, ballet, football and judo, together with many educational visits and two residential trips in Years 4 and 6.
- There are many opportunities for pupils to participate in activities that promote their social, moral, cultural and spiritual development. Time is made for spiritual reflection and prayer and Christian morals and values underpin the life of the school. At the same time, the school arranges visits to a range of religious buildings and ensures that pupils understand and respect faiths which are different from their own.
- The school and the Parish are effective in seeking parents' and carers' views and engaging them in activities designed to support pupils' learning at home. A very successful 'Dads and Lads' literacy course has motivated a number of boys to improve their writing. All of the parents and carers who responded to the Parent View online questionnaire said they would recommend this school to another parent or carer.
- The school makes good use of the government funding for sport through its investment in additional hockey coaching and externally provided physical education tuition as well as a wide range of sports clubs held after school. Through their continued involvement in pupils' additional sports lessons, staff are benefiting from specialist coaching themselves, which ensures that development will be sustained. The school has been awarded the Gold Kitemark for sport and has plans to broaden its sports provision, from next January, through its membership of the confederation of local schools.
- The school has a positive relationship with the local authority which has provided light touch support since the previous inspection as it has remained a good school. The school welcomes the support it receives when requested.

■ **The governance of the school:**

- Under the leadership of the new Chair of the Governing Body, the governing body has recently reorganised its committee structure and membership to increase its effectiveness. The governing body knows how the school is performing against national standards and pays close attention to the school's assessment of pupil performance information. As a result they are clear about where the school is doing well and its shortcomings. The governing body knows how the pupil premium funding is allocated and that the gap in attainment between eligible pupils and others is narrowing. Governors receive relevant training and hold the headteacher to account for the school's performance and the management of its finances. The governing body is aware of the urgent need to establish a clearer link between the quality of teaching and the salaries staff receive. They ensure that safeguarding arrangements meet statutory requirements and seek out parents' and carers' views of important aspects of the school.
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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	125210
Local authority	Surrey
Inspection number	426622

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Mrs Brenda Butler
Headteacher	Mr Steve Tindall
Date of previous school inspection	19 November 2008
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