

Inspection of Holy Family Catholic Primary School

Kirton Lane, Stainforth, Doncaster, South Yorkshire DN7 5BL

Inspection dates: 20 and 21 February 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

The head of school is Clair McFadden. This school is a single academy trust, Holy Family Academy Trust. The trust is run by a board of trustees, chaired by Annette Dews. There is also an executive headteacher, Bernadette Nesbit, who is responsible for this school and two others.

What is it like to attend this school?

The school is a beacon of excellence. Staff are passionate and inspire pupils consistently to be their very best. The school recognises the barriers that many of its pupils' families face. The school's support for disadvantaged pupils is highly effective. The school has created a culture of aspiration. Pupils rise to meet these high expectations. They are rightly proud of their school and the work that they produce. They achieve exceptionally well.

Pupils get the very best start. They study an ambitious curriculum, which begins in the early years. Woven throughout the curriculum are experiences such as musical performances and residential visits that improve pupils' life opportunities. Pupils with special educational needs and/or disabilities (SEND) study the same curriculum as their peers. They are fully included in the life of the school and make excellent progress.

Pupils behave exceptionally well. They show high levels of respect and self-control. They are proud to wear their school uniform and look after their school environment. Their attitudes to learning are overwhelmingly positive. Pupils work diligently with focus and without interruption or distraction. They work well collaboratively. Older pupils support younger children, for example in leading acts of worship. Pupils identify as being part of this school's family. The school is a haven where pupils embrace the motto, 'Learning together. Playing together. Praying together', to overcome any difficulties.

What does the school do well and what does it need to do better?

The school's knowledge-rich curriculum is broad and ambitious for all pupils. The curriculum takes account of some pupils' limited life experiences. Teachers deliver this curriculum consistently well. Pupils have a thirst for knowledge and show their deep understanding. For example, when talking about Vikings, pupils make links to map work in geography. They explain the study and purpose of different types of maps well. Pupils talk about their compass skills confidently when mapping out their locality. They meet and hold discussions with people with linked careers, such as cartographers. Pupils talk about different environments knowledgeably. They discuss classification of animals, inheritance and adaptations with expertise. They practise working scientifically and know how to carry out a 'fair' test. Pupils gain a wealth of knowledge across all subjects. They use subject-specific vocabulary extremely well to articulate their understanding.

The ambitious curriculum begins in early years. Songs, rhymes and repeated stories build children's vocabulary and knowledge. Skilled staff and well-planned activities deepen children's learning. Children, including those with SEND, show high levels of concentration. They work together and use newly acquired vocabulary to discuss clearly what they are doing. For example, children talk about 'creatures' on a mini-

beast hunt. They apply their knowledge of symmetry when looking at patterns. Children are curious and highly motivated at this school.

The school liaises with parents persistently to understand the reasons for their children's absence and to promote the importance of regular attendance. This strategy is having a strong impact on improving pupils' attendance.

Staff expertly promote a love of books through their recommendations and engaging storytelling. Books are loved by pupils. They enjoy reading in the prayer garden and the reading room. Pupils value daily 'book talk' times and the stories that teachers read to them. They are eager to know what happens next. Pupils speak in depth about their favourite genres. There is a 'readership team' of pupils, who introduce new authors for other pupils to explore. Visits to the local library inspire pupils further.

Pupils become fluent readers. There is no limit to the knowledge they are able to gain through their own reading. Learning to read begins as soon as children start school. Any gaps that pupils have are identified quickly. These pupils receive extra reading practice. They catch up quickly and achieve well. Repeated reading practice and 'book talk' build pupils' fluency, comprehension and confidence.

Pupils have many opportunities to be active citizens. They use their talents in several leadership roles, which has a positive impact on school life. Pupils speak with confidence about the school council acting on their behalf. Sports leaders plan a considered rota of breaktime and lunchtime activities. Pupils use this rota diligently. 'Care of creation' leaders write to local councillors. They share ideas to improve areas of the town in which the school is situated. Pupils lobby Parliament about ecological issues. There is a rich and carefully planned menu of educational visits. Pupils travel on local buses and find routes that save on cost. They visit the seaside, the theatre, art galleries and different places of worship. School clubs are organised based on pupils' suggestions and are well attended.

Pupils have an excellent understanding of local, national and global issues. They talk about democracy and the rule of law assertively. Pupils respect differences, listen to each other and debate extremely well. This character building impacts positively on daily school life. Pupils are extremely well prepared for life in modern Britain.

The school provides pupils with an exceptional education. Leaders listen to staff and work with them to ensure that workload is manageable. High-quality professional development plays a key role in the school's success.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141056
Local authority	Doncaster
Inspection number	10268040
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	Board of trustees
Chair of trust	Annette Dews
Executive Headteacher	Bernadette Nesbit
Website	www.holyfamily.doncaster.sch.uk
Dates of previous inspection	7 and 8 June 2022, under section 8 of the Education Act 2005

Information about this school

- Holy Family Catholic Primary School is a stand-alone academy.
- The school is a member of the Catholic Diocese of Hallam and has a Christian character.
- The school's last section 48 inspection took place in November 2022.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors spoke to the executive headteacher, head of school, members of the leadership team, subject leaders, the special educational needs coordinator and the leaders responsible for safeguarding.
- Inspectors carried out deep dives in these subjects: early reading, science and geography. Inspectors also spoke to leaders about the impact in other subjects. They looked at the impact of writing in books and work from art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, listened to pupils read and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to parents at the school gate. The lead inspector took account of the views of staff and parents through surveys, including Ofsted Parent View.
- The lead inspector held separate meetings with the representatives of the school's trust board, including the chair of trustees, the local authority school improvement partner and the diocesan director of schools.

Inspection team

Lesley Sullivan, lead inspector

His Majesty's Inspector

Stephanie Ngenda

Ofsted Inspector

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