

Inspection of Holy Family Catholic Primary School

Vale Lane, Acton, London W3 0DY

Inspection dates: 15 and 16 May 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	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since January 2014.

What is it like to attend this school?

Holy Family Catholic Primary School is a place where pupils thrive. Leaders work exceptionally well together to provide an excellent education to pupils. Pupils feel happy, valued and safe. The school ensures that all pupils can take part in a variety of extra-curricular activities, including sports and learning musical instruments. This enables pupils to learn about their talents and pursue a wide range of interests.

Pupils' behaviour is exemplary. There are no distractions to learning. At social times, pupils get along well and play together respectfully. Inspirational staff teach pupils to strive for the school's aim of 'personal excellence'. Pupils recognise that this helps them to be the best they can be. They develop mature attitudes and talk eagerly about their future aspirations.

Pupils are very aware of how they can make a difference to the lives of others, for example by working with older people or supporting other schools in understanding online safety issues. Pupils are extremely confident and articulate. They are keen to learn about people from other cultures and religions. Pupils said that everyone is accepted for who they are in this school.

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

Leaders have a clear and ambitious vision for providing all pupils with a high-quality education. Their shared values and practice are evident. There is a focus on improving teachers' subject knowledge, classroom practice, and use of assessment through regular oversight and feedback. Leaders provide ongoing professional development to support and develop staff at all levels.

The school has extremely high expectations of pupils' achievement, including for pupils with special educational needs and/or disabilities. These expectations are fully realised across the broad and ambitious curriculum. Pupils achieve exceptionally well.

The school's consistent approach has led to significant improvements in attendance, particularly for pupils who have previously struggled to attend regularly. Leaders analyse attendance records in detail and take swift action to support these pupils and their families.

Pupils' love of learning is evident in lessons, where they are fully engaged. Relationships and routines are well established, and pupils follow these independently. They are confident learners with positive attitudes and the ability to stay focused. Pupils' work is of high quality and demonstrates their learning. It shows how pupils' knowledge builds over time. Pupils can recall and talk about their learning and feel proud of the high standards they achieve.

Children in the early years get off to the best possible start. Expert staff make sure that they quickly develop social and communication skills. They make sure that

learning activities precisely match children's interests and stages of development. As a result, children thrive.

The school places the highest priority on making sure that pupils quickly learn to read. This begins with phonics lessons in the early years. As pupils gain reading knowledge, staff check pupils' learning often and provide personalised support for those who need it. Pupils relish listening to their teachers read and develop a love of reading for pleasure.

The school sets out every aspect of the curriculum with precision, providing rich experiences for pupils which develop their character. For example, the school invites pupils and their families in to celebrate important days and festivals. Pupils happily carry out their roles in the school. For example, Year 6 pupils carry out duties in assemblies and support younger pupils. Pupils really are leaders in this school and there is an atmosphere of harmony as all learn and grow together.

Pupils, staff, and parents and carers are rightly proud to be a part of this exceptional school. Parents value the school's excellent communication. Staff are encouraged to further develop their expertise. They are well supported by leaders from the school and deliver excellent outcomes for pupils. Governors are committed to supporting the school and ensure that it continues to be a thriving hub in the community.

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	137569
Local authority	Ealing
Inspection number	10327662
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	447
Appropriate authority	The governing body
Chair of governing body	Fiona Beazer
Headteacher	Thomas Doherty
Website	www.holyfamilyealing.co.uk
Dates of previous inspection	21 and 22 January 2014 under section 5 of the Education Act 2005.

Information about this school

- The school has a Roman Catholic religious character. The school had its last section 48 inspection in May 2023.
- The school does not use any alternative provision.

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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders and staff.
- The lead inspector also met with members of the governing body, including the chair of governors.

- The lead inspector met with representatives from the diocese and the local authority.
- Inspectors carried out deep dives in these subjects: early reading, art and design, history and mathematics. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in some other subjects. They met with leaders, spoke with pupils and reviewed pupils' work in these subjects.
- The lead inspector observed some pupils in Year 1 read to a trusted adult.
- To evaluate the effectiveness of safeguarding, the 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 observed pupils' behaviour during lessons and at breaktimes. They also spoke with pupils about their experiences of school.
- Inspectors looked at a range of policies and documents relating to pupils' welfare and education.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors also considered the responses to Ofsted's surveys for staff and for pupils.

Inspection team

Karen Matthews, lead inspector	Ofsted Inspector
David Bryant	Ofsted Inspector
Marais Leenders	Ofsted Inspector

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