

## Catholic Schools Inspectorate inspection report for **Holy Family Catholic Primary School**

URN: 106504

Carried out on behalf of the Title. Most Rev. Malcolm McMahon, Archbishop of Liverpool on:

Date: 1<sup>st</sup> and 2<sup>nd</sup> March 2023

### Overall effectiveness

The overall quality of Catholic education provided by the school.....

2

### Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....

1

### Religious education (p.5)

The quality of curriculum religious education.....

2

### Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school.....

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

✓

The school is fully compliant with all requirements of the diocesan bishop

✓

The school has responded to the areas for improvement from the last inspection

Fully

### Summary of key findings

#### • What the school does well –

- Catholic ethos, mission and Catholic character permeates all aspects of school life.
- Leadership is strong, leaders are passionate, focused in their drive for school improvement.
- There is a shared vision throughout the school community, the pupils are enthused and staff are ambitious. Relationships at every level are to be celebrated, all feel cared for, valued and safe.
- Learning environment enhances the Catholic character of the school. Quality displays, prayer spaces and scriptures are celebrated all around school.

- Teachers demonstrate passion and a vast subject knowledge in Religious Education.

What the school needs to improve:

Further develop roles of responsibility for the pupils, allowing them to extend their duties as a faith community.

- Consistently continue to use driver words/skills in the use of quality learning objectives and the use of more challenging driver words in next steps.
- Further develop opportunities to extend Collective Worship to the wider school community.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

### Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school .....

1

### Provision

The quality of provision for the Catholic life and mission of the school .....

1

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school .....

1

All members of Holy Family understand and embrace the distinctive Catholic identity, charism and mission of the school. This is tangible, you can feel that the pupils and staff embrace their Catholicity. All are happy, confident, valued and safe. The pupils are a real joy. They have an excellent sense of belonging to the school community. This school is an excellent example of a vibrant Christian community. Pupils know and embrace the school's Mission Statement 'Live together, work together and pray together.' A member of staff commented that 'Christ is at the heart of our school.' The family is a holy family. Respect for the dignity of each person is evident in the different roles and responsibilities taken by the pupils. Moral development is a strength and social justice and mental health ambassadors spoke well about their work and their plans for the future. The buddy system with Year 6 and Reception is a real strength, with one child learning to sign at home, so that he could communicate with his buddy. All of the Holy Family community respect themselves and each other, including those of other faiths.

Positive relationships permeate across the school at every level. Children, staff and governors fully understand and live out the mission. Stakeholders actively participate and contribute to activities which reflect the life and mission of the school and service to its community. There is a lived sense of community. Pupil, parent and governor feedback is highly complimentary about the high level of support they get from all staff. The Headteacher and leadership team are integral in maintaining the sense of community and prioritising inclusivity. The pupils show great awareness of Catholic Social Teaching. They are outward looking and respect each other and the wider community. They are genuinely keen to be involved in developing ways to serve others. Relationship, Sex and Health Education is carefully planned, meets the statutory and

diocesan requirements and the needs of all pupils. Relationship, Sex, Health education is delivered through 'Journey in Love' and the school supplements it with Happy Healthy Kids, visits from the mental health nurse and Wake-up Wednesday (National Safety Online). The school embraces a holistic approach to educate the whole pupil, seeking to form and inform pupils in preparation for adult life. Parents are regularly updated and share the same vision, embracing parents as the primary educators of their child. The school actively welcomes pupils from all backgrounds and is inclusive. There is a real sense of community and belonging to Holy Family, everyone feels like they have a part to play in this school and it is evident that all are valued.

Christ is at the centre of the school and the pupils truly are at its heart. Leaders and governors strongly exercise their duty as guardians of the Catholic life and mission of the school ensuring that they play a key role in the faith formation of every pupil. They actively embrace and promote the bishop's synodal vision for the diocese, ensuring that their Catholic faith is central to the day-to-day life of the school. Staff have worked hard to actively promote links with other schools and have strong links with the parish. The parish priest offers great support and is valued highly by all stakeholders. The leadership rightly places the highest priority on ensuring that all employees are treated with dignity and respect, especially in the most difficult circumstances. Leaders and governors are inspirations for the dignity of the school workers, this was evident around the school. Governors are ambitious for the Catholic life of the school and they use their skill set well. They are actively involved and openly invited into school. The Catholic Self-evaluation document develops staff at every level. Self-evaluation is honest, accurate, reflective and challenging. Cafod club evaluates Catholic life and mission. The school's mission statement is revisited annually at the beginning of the year by all stakeholders. The school fully embraces the principle of parents as first educators of their children and actively supports parents in living out the mission with their child. The whole curriculum is taught with religious education at its core. Cross curricular links are made with religious education in Personal, Social Health Education, Maths and art. Continuing Professional Development is purposeful, meeting the needs of the staff and school. The school accesses the archdiocesan training, supporting new staff ensuring that they are confident and supported to develop Catholic life and mission in their role.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

### Provision

The quality of teaching, learning, and assessment in religious education.....

2

### Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2

Over time, pupils at Holy Family develop an extremely secure knowledge in religious education. Their knowledge, understanding and skills reflect the learning required by the Religious Education Directory. Pupils make good progress in knowing more, remembering more and doing more. Progress in religious education is above average when compared with other core subject outcomes. High priority is placed on the teaching of religious education, which is demonstrated in the progress made and the quality of the pupil's work. The pupils can speak with confidence, using topic specific vocabulary, showing they are religiously literate, age and stage appropriate. They can clearly discuss what they have learned. The pupils can work independently and use creative ways to demonstrate their understanding. They engage really well in lessons. Behaviour is a strength across the school. They can articulate prior learning and links are made. It is very clear that they love to learn, as the pupils were motivated and happy to learn. They are interested, extremely engaged and enthusiastic. Pupil work is of a good quality, showing individuality and ownership of their learning. Pupils have a developing understanding of what they need to improve, they need to readily articulate and use driver words in their learning.

### **Provision: the quality of teaching, learning and assessment in Religious Education**

Teacher's subject knowledge is strong, staff are clearly committed to the value of religious education. All staff share a commitment to religious education and portray it as the core of core subjects in their school. Teachers are enthusiastic and confident. Teaching Assistants were a real strength, in supporting the pupil's learning. They were in most places used effectively and worked with kindness and genuine care. Quality questioning was used by teachers, to gauge

understanding, support and challenge the pupils. Pupil effort was celebrated which motivated and enthused the pupils. Teacher feedback was celebratory and all were using driver words in their feedback. The best examples were purposeful and moved the pupils' learning on. Teachers planned a wide variety of tasks, ensuring that the teaching of religious education has quality, is engaging and part of a progressive sequence, this informed assessment too. Further opportunities to develop activities such as drama, hot seating, dance were discussed. Pupils are extremely religiously articulate when discussing Catholic Social Teaching and were able to explain why they do things and link it to Catholic life and mission. They demonstrated a deep sense of concern for each other and nurtured by prayer.

Leaders and governors ensure that religious education is a faithful expression of the Religious Education Directory. Leaders and governors ensure that religious education is comparable to other core subjects in terms of professional development, timetabling. Key policies include religious education, such as the marking policy. The subject leader is passionate and knowledgeable about religious education. The subject leader, has a clear vision for religious education. She has driven the improvements made over time and has clear plans for the future and is aware of her next steps in religious education. The religious education leader cascades her vision with all staff and stakeholders. She also provides targeted support, for staff when needed. Pupils needs are met and monitoring ensures that religious education meets the needs of different groups of pupils. Adaptive teaching was evident in the tasks provided. A range of engaging enrichment activities such as Cafod club, Year 6 buddies, mental health ambassadors, choir all provided to enhance pupil learning in religious education. It was clear that the pupils enthusiastically accept these roles of responsibility, when we met with them, they spoke about how much they enjoy these roles and what they did. Leaders and governors' self-evaluation is informed by thorough monitoring, analysis and self-challenge. This results in strategic action being planned for by the school which leads to good outcomes.

## Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

1

### Pupil outcomes

How well pupils participate in and respond to the school's collective worship .....

1

### Provision

The quality of collective worship provided by the school .....

1

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship .....

2



The experiences for prayer and liturgy at Holy Family engage pupils deeply. Pupils demonstrate quality prayerful silence, they are attentive, respectful and have reverence. Pupils are clearly emersed in prayer life. It is evident that prayer is a high priority. Across the school, pupils were able to recite a variety of traditional, quiet, independent and spontaneous prayer. They were fully able to reflect, use symbols, scripture and set up prayerful experiences. It is evident that pupils have been exposed to a wide range of prayer experiences. They demonstrate an excellent understanding of the shape of the Church's liturgical year, they spoke about the purple cloths used during Lent. Pupils work confidently and collaboratively with teachers and other pupils to plan and deliver their own prayer and liturgy. The pupils willingly undertake prayer and liturgical ministries, altar serves at the church. Prayer is central to the school. The Headteacher commented 'Prayer is the heart of all that we do, it is central to our ethos. It binds us as a community and strengthens the journey that we share.' A variety of 'going forth' prayers and actions encourage all to deepen their faith journey. The pupils enjoy singing as part of their prayer and liturgy. It was evident during the Inspection that all actively participate.

Prayer and liturgy is central to the life of the school. This was clearly evident during the Inspection. A wide range of significant moments of sorrow and joy are identified and celebrated in prayer. There is a natural pattern of prayer embedded across the school, daily prayer, traditional prayer and Collective worship. Prayer and liturgy is planned and celebrated offering a wide range of engaging and creative experiences. Leaders ensure that this is a strength, enabling staff to pray together at a variety of times, showing a breadth and richness of Catholic tradition. Prayer and liturgy is led really well by the Headteacher, deputy and subject leader. They are inspirational models of exemplary practice in leading worship. Staff have received support from archdiocese,

Leaders and subject Lead, support and helping them to grow in confidence when delivering prayer and liturgy. Spaces are used creatively, imaginatively and effectively ensuring that there are plenty of opportunities for prayer throughout the school day and around the school, for example, the staff prayer space in the staff room, the prayer tree in the hall. Thoughtfully planned opportunities engage parents such as, prayer bear, purple ribbons and prayers to take home from 'Going Forth.' The school works hard to secure a flourishing partnership with the parish. The pupils actively celebrate Mass termly with the parish and this is clearly of benefit to all the community.

The detailed policy for prayer and liturgy is clearly in practice. The pupils shine, they are very clearly at home in prayer. They have developed an increasing ease, in participating and leading prayer and liturgy across the school. Regular visits to church, for the whole school, ensures that the pupils have the opportunity to celebrate the Eucharist. At key times throughout the liturgical calendar, the school community gathers to participate in Mass. Leaders and governors have placed the highest priority on providing bespoke opportunities and exemplary modelling. They have ambitious plans for staff development and it is clear that this journey has been a success, developing a secure skill set across staff. The school acknowledges that progress is being made in this area, but further development and improvement is still needed. All staff realise the centrality of prayer and liturgy to the life of the school. Prayer and liturgy is a priority when setting the budget, ensuring that the quality of resources used for prayer and liturgy is of a consistently high quality. Leaders and governors have accurately and honestly written the Catholic Self-evaluation Document. It is embedded in the school's cycle of self-evaluation. Pupil voice and the voice of all stakeholders are integral and valued, feeding into the self-evaluation process, they are aware of the journey and are actively working in partnership to achieve the best outcome for the school.



## Information about the school

Full name of school	Holy Family Catholic Primary School
School unique reference number (URN)	106504
Full postal address of the school	Kendal Drive, Boothstown, Manchester, M28 1AG
School phone number	0161 790 2123
Name of head teacher or principal	Mrs Clare Roberts
Chair of governing board	Mr Michael McDonald
School Website	<a href="http://www.boothstownhollyfamily.wigan.sch.uk">www.boothstownhollyfamily.wigan.sch.uk</a>
Multi-academy trust or company (if applicable)	Not applicable
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	7-11 years
Trustees	Archdiocese of Liverpool
Gender of pupils	Mixed
Date of last denominational inspection	3 <sup>rd</sup> February 2015
Previous denominational inspection grade	Good

## The inspection team

Mrs Joanne Harrison	Lead inspector
Mrs Rachael Tyler	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/team

## Key to grade judgements

Grade	England	Wales
<b>1</b>	Outstanding	Excellent
<b>2</b>	Good	Good
<b>3</b>	Requires improvement	Adequate and requires improvement
<b>4</b>	Inadequate	Unsatisfactory and in need of urgent improvement

