

# DIOCESE OF LEEDS



## DIOCESAN BOARD FOR INSPECTIONS

### **CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48**

#### THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

HOLY FAMILY CATHOLIC PRIMARY SCHOOL  
Parliament Street, Armley, Leeds  
LS12 2LH

School URN

108026

Date of Inspection and OE  
grade

15/16 November 2017 1 - Outstanding

E-mail address

headteacher@holyfamily.leeds.sch.uk

Chair of Governors

Mrs Gayle Hunter

Headteacher

Mr Peter McQuillen Strong

RE Subject Leader

Ms Laura Wharton

Date and grade of last S48  
inspection

6/7 December 2012      Good - 2

Section 48 Inspector/s

Alixena Lubomski/ Rachel Rouse

# INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

**OVERALL EFFECTIVENESS:** how effective the school is in providing Catholic Education.

1

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:*

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

**OUTCOMES FOR PUPILS**

1

**THE PROVISION FOR CATHOLIC EDUCATION**

1

**LEADERS AND MANAGERS**

2

## Summary of key findings:

### **This is an Outstanding Catholic school.**

- Dedicated leadership and management including governance display a deep commitment to implementing the Church's mission in education.
- All associated with the school are encouraged and supported to follow the mission of the school, which is 'to work, to pray, to play in the Light of the Lord'.
- The head teacher, deputy headteacher, assistant headteacher and Religious Education (RE) leader are all extremely effective. They put 'Christ at the centre' of their decision making and ensure that a wealth of opportunities are provided to help pupils, staff and families develop their own personal relationships with God.
- High quality Collective Worship (CW) is central to the life of the school and is a key part of every school celebration. It is a major strength of the school and pupils play an active role in the preparation, delivery and development of CW at age appropriate levels.
- Pupils are extremely polite, helpful and welcoming to visitors and this goes hand in hand with their excellent behaviour. They willingly accept responsibility for caring for each other.
- Teaching is good, some is outstanding but none is inadequate. Staff subject knowledge is good overall and pupils are motivated and enthused by the increasingly creative approach that the school employs in the teaching of RE. Pupils across the school remain on task, are confident about their learning and are aware of their personal short-term RE targets from an early age.
- Since the last inspection, the majority of pupils at the end of Key Stage 2 have reached national expectations with increasing numbers of pupils achieving the higher levels.
- Assessment in RE is well managed within the school, new staff are coached by the RE leader and well supported through the assessment process. Moderation activities are

planned during the school year and recently the school has engaged with a wider moderation process with the Catholic Compass Partnership.

- Leaders and managers are pro-active in their analysis of data. Termly 'Pupil Progress in RE' meetings provide teachers with specific feedback in relation to any additional support that may be required for groups within the school.
- Curriculum provision is broadened through the study of other major faiths.
- The policy and provision for Relationship and Sex Education (RSE) has been reviewed by staff and governors recently in light of the new Diocesan policy.
- The school promotes and benefits from collaborative working with the other schools in the Catholic Compass Partnership and other Diocesan and local schools.
- All areas from the last Section 48 inspection have been addressed.
- All canonical and statutory duties are fulfilled.

### **What the school needs to do to improve further.**

- The governors, assisted by the senior leadership team and RE leader and involving all stakeholders, should complete a timely review of the school's mission statement.
- With their deepening knowledge of the school's strengths and areas to improve, the governors should ensure that they provide a good level of challenge to the senior leaders in relation to the development of the Catholic Life and teaching and learning in RE.
- Ensure that all pupils make consistently good progress in RE throughout their time at Holy Family Primary School.

### **Information about this inspection**

The Inspection of Holy Family Catholic Primary School, Armley was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic Education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

- The extent to which the key issues for action identified in the previous Section 48 RE Inspection have been addressed.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of the teaching and marking and the responses the pupils make to that teaching.
- The extent to which the RE curriculum promotes learning for individuals and groups of pupils, particularly those pupils who require extended challenges in order to ensure maximum progress.
- The quality of Collective Worship (CW) and how well the pupils respond to it.
- The quality of the leadership and management, especially in the way they promote, monitor, evaluate and develop the provision of Catholic Education at Holy Family.

The inspection was carried out by two inspectors over one and a half days.

- The inspectors and the senior leaders completed lesson observations throughout the whole school.
- The inspectors observed acts of CW in three classes.
- Meetings were held with the head teacher, the deputy headteacher, the assistant headteacher, RE subject leader, governors, parents, school council and mini vinnies.
- A very comprehensive sample of evidence covering the RE/Catholic Life of the school was made available.
- The school's monitoring and tracking files to show pupil progress and attainment data were analysed.
- Samples of pupils' work, examples of marking and data from pupil questionnaires were scrutinised.
- Minutes from governors' meetings, head teacher reports and presentations to governors were scrutinised.
- CW planning and RE action plans were scrutinised.
- Displays in classrooms and around the school and photographic evidence of activities throughout the liturgical calendar year, to show special themed work which has taken place in school and in the local community, have been noted

### **Information about this school**

- Holy Family Primary School is an over-subscribed, single-form entry Catholic primary school.
- 63% of the pupils are Catholic, 19% have another Christian denomination and 18% are from other faith backgrounds.
- 16% of the pupils are supported at school action/school action plus and 1 child has an education health care plan.
- The school receives Pupil Premium funding for 35% of the pupils.
- There are 8 full time teachers and 3 part time. 9 of these teachers are Catholic and 2 of them hold the Catholic Certificate for Religious Studies or equivalent.
- The headteacher, deputy headteacher and RE Leader attend diocesan training and Catholic Compass Partnership events to share good practice with their colleagues.
- The school provides a learning mentor and works closely with Catholic Care to provide additional support for families with a range of needs.

## **Full report - inspection judgements**

### **Outcomes for individuals and groups of pupils are outstanding.**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	<b>1</b>
How well pupils achieve and enjoy their learning in Religious Education.	<b>2</b>
How well pupils respond to and participate in the school's Collective Worship.	<b>1</b>

- Pupils across the school take responsibility for shaping religious activities in the school and the wider community. They take full advantage of the opportunities provided for them by the school's staff and governors to initiate change within the school in a range of areas, including the Catholic Life.

- They show pride in attending a Catholic school in which they are encouraged to demonstrate the Gospel values through their involvement in a variety of events that closely link their homes and the school together on a regular basis.
- From their earliest days in the school, high expectations are set by the school with regard to pupils' participation in daily CW. The inspectors observed children in the Reception class creating the prayer focus, listening to a gospel reading and reflecting on the message from that gospel. Pupils in year four acted reverently during their CW that focused on the gift of peace. Year Six pupils demonstrated to the inspectors how they plan and lead their class CW on a regular basis.
- Relationships within the school reflect the school's mission statement 'to work, to pray, to play in the Light of the Lord'. Pupils enthusiastically explained to the inspectors about the need to forgive one another when issues arise between peers and how they are encouraged by their teachers to make a 'fresh start' each day. Staff and pupils treat each other with mutual respect and parents are very appreciative of the support the school provides for them on a daily basis.
- Across the school, the pupils concentrate very well in their lessons and show an enthusiasm for their learning in RE. They generally make steady progress during their early years, through Key Stage One and Key Stage Two. The inspectors noted accelerated progress in Year Six, this was evident in the higher expectations set out through detailed planning, the level of challenge in lessons and pupils' responses to the tasks set.
- Strategic intervention led by senior managers since the last inspection has resulted in a rise in the number of pupils achieving standards in line with national expectations at the end of Key Stage Two. The number of pupils achieving the higher levels has also increased. However prior assessment data is not being used effectively across all of the school currently. There is an inconsistency of progress across year groups which needs to be tackled by the senior leaders through more rigorous moderation.
- Teachers across the school are developing a secure awareness of the capabilities of the pupils in all the different groups. Evidence gathered during lesson observations and book scrutinies demonstrated the high expectations for all pupils in Years One and Six. These expectations need to be in evidence across all year groups. Pupils with SEND across the school are making good progress in RE from their different starting points. They are being ably supported by all adults in the classrooms.
- The school community, led by the pupils, regularly raises funds which benefit local and global charities. The pupils are very clear about their responsibilities as global citizens and, under the guidance of key staff, are very focused in their planning and organisation of events.
- Parents and grandparents reported that the school is a very happy, welcoming place where the pupils are encouraged to fulfil their potential in all areas of their lives. They also appreciated the outreach support that the school and its community provide for them in time of difficulty.

## **The provision for Catholic Education is outstanding.**

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils' learning.	1
The quality of Collective Worship provided by the school.	1

- Teaching of RE is mainly good, some is outstanding but none is inadequate. Where teaching is strongest, teachers have an excellent subject knowledge, pupils' tasks are matched well to their ability and they are challenged, active, engaged and inspired by what they are doing.
- Scrutiny of RE books and online learning journals showed steady progress being made in RE by most pupils, with Year Six making accelerated progress. Work is marked regularly in line with the current school policy and this is consistently responded to by the pupils. This feedback is having a very positive impact on the pupils' learning as they move through the school.
- School uses the diocesan approved scheme "The Way, the Truth and the Life" as a basis for their teaching. In the best lessons creative teaching methods are motivating pupils to think deeply before they respond to questions or tasks given to them. It is particularly effective in engaging the pupils with additional needs.
- In the Nursery class, the teacher skilfully engaged the children in the story of the Good Samaritan with a range of visual resources. The children showed an understanding of God's presence being with them when the candle was lit. The Reception children were able to retell the same story through role-play and wrote thank you letters to the Samaritan for helping their friend.
- In Year One, pupils were suitably challenged through the range of activities the teacher had planned about the story of the Annunciation. The more able were able to explain why certain pictures and symbols were not part of that story, but taken from the events around Jesus' birth. Pupils in Year Two enjoyed the range of planned activities which reinforced the feelings and emotions that Joseph may have felt after the Annunciation. They responded well to skilful questioning about his feelings and how they changed following the angel's visit in his dreams.
- Year Three pupils responded enthusiastically in their class discussion about the Incarnation of Christ. They displayed a good knowledge of the bible in their responses and could give many examples of the different things that God can do and that ordinary men cannot. The inspectors observed pupils in Year Four using a range of resources to research their topic about the Trinity. Skilfully planned activities used religious art and poetry to engage them and inspire their subsequent writing.
- The topic about 'the Ten Commandments' engaged the Year Five pupils. They were able to reflect on the challenges that they face each day if they follow the Ten Commandments. Year Six pupils showed a high level of maturity and understanding in their responses to creative tasks set around the topic of 'Justice'. Well targeted planning and skilful questioning ensured that the majority of pupils completed the challenges set at the higher level.
- Assessment of progress in RE is regular with the school's annual calendar and teachers use the 'I can' statements consistently to record pupils' progress within topics. However rigorous systems for internal moderation of assessments are not well-established. In order to secure staff confidence, internal moderation needs to be more regular under the guidance of the experienced RE leader.
- Teaching assistants are effectively deployed across the school during RE lessons. They demonstrated good subject knowledge overall and are making a positive impact on the pupils' knowledge and skills in lessons.
- Pupils learn about other world faiths as part of their RE curriculum. Their books showcased their developing knowledge of the similarities and differences between the Catholic faith and other world faiths.
- The quality of Collective Worship in the school is outstanding. The pupils' liturgical formation is well planned and shows progression from their earliest years. It is further enhanced by additional voluntary opportunities that the school has developed since the last inspection: a new outside prayer space is being

- respectfully used by pupils as they arrive at school each morning; members of staff are being encouraged to develop their personal spirituality through annual retreats.
- Pupils across Key Stage Two are given regular support by senior leaders when they are planning their class worship.
  - Pupils enjoy being able to share their worship with their families and the wider community in school and through the 'travelling prayer bags' which they take home several times a year.
  - They are very reflective during CW and are enjoying the introduction of liturgical dance as an alternative way to pray.
  - Senior staff have led the school's monitoring and review of CW over time and are currently coaching the new RE governors in order for them to be able to complete their own informed evaluations.
  - Pupils have an excellent awareness of all the key liturgical seasons and celebrations of the Church's year.

## **The Leadership and Management are good.**

<b>How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.</b>	<b>2</b>
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- The Catholic Life of the school is the highest priority on the school development plan but is not a reflection of the strategic actions that the governors are taking currently. Minutes of governors' meetings do not demonstrate the support and challenge that governors discussed with the inspectors in relation to the Catholic Life of the school and the teaching and learning in RE.
- The current RE action plan is focused on school improvement and contains appropriate milestones for actions. The senior leaders need to ensure that impact analysis is recorded and reported to the governing body at regular intervals.
- The new RE governors are developing a secure understanding of the current standards of achievement and rates of progress in RE across the school. This information should now be used to challenge the school's leaders further in order to continue to drive up standards consistently across the school.
- The RE leader is pro-active in increasing her knowledge of recent developments in RE teaching, learning and assessment. She works tirelessly to support her colleagues with their knowledge and understanding of the RE curriculum and her coaching is having a positive impact across the school.
- Pupil leadership is strongly encouraged within the school and recently pupil voice requested that the mission statement be reviewed and relaunched to make it more accessible to the whole community. Governors and senior leaders are now working with the pupils on this task.
- Strong pastoral care by all members of the school staff is having an extremely positive effect on all of the pupils across the school. Their spiritual, moral, social and cultural development is a strength of the school.
- The school's 'Relationship and Sex Education' policy has been reviewed recently in line with current Diocesan guidelines.
- All canonical and statutory responsibilities are fulfilled.