



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**Holy Family Catholic Primary
School, Barrow**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: Holy Family Catholic Primary School

Address: Ostley Bank
Barrow-in-Furness
Cumbria
LA13 9LR

Email Address: head@holyfamily.cumbria.sch.uk

School URN: 112366

Headteacher: Mrs Rachel Porter

Chair of Governors: Mr Anthony Rooney

Lead Inspector: Mrs Jacqueline Hampson

Team Inspector: Mrs Elaine Allen

Date of Inspection: 8th October 2018

INFORMATION ABOUT THE SCHOOL

Holy Family Catholic Primary School is an average sized primary school situated in a residential, urban area of Barrow-in-Furness, in the Diocese of Lancaster. The school serves the parish of Our Lady of Furness in Barrow.

Almost all pupils are of White British heritage. Over eighty percent of pupils are baptised Catholics. No pupils are from other world faiths. A small number of pupils are in receipt of Pupil Premium. The proportion of pupils with special educational needs is lower than the national average. Since the last inspection, there have been many changes to staffing, and in particular, significant changes in leadership. A new headteacher was appointed soon after the last inspection and they subsequently left the school. The current headteacher was appointed in 2017 and a new deputy headteacher is also now in post.

PUPILS	Reception	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	24	30	31	31	29	28	27	200
Catholics on roll	16	24	30	21	27	26	22	166
Other Christian denomination	1	2	1	8	2	2	5	22
Other faith background	0	0	0	0	0	0	0	0
No religious affiliation	3	4	0	2	1	0	0	12
No of learners from ethnic groups	0	0	2	0	1	1	0	4
Total on SEN Register	1	2	5	2	1	3	1	15
Total with Statements of SEN	1	0	0	0	0	1	0	2

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation				

PARISHES SERVED BY THE SCHOOL	
Name of Parish:	No of Pupils
Our Lady of Furness	153

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.5	2.5	2.5	2.5	2.5	2.5	2.5	17.5
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	4	4	4	5	5	5	5	32
% of teaching time	16%	16%	16%	20%	20%	20%	20%	18%

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	4	4	4	5	5	5	5	35
% of teaching time	16%	16%	16%	20%	20%	20%	20%	18%

STAFFING	
Full-time teachers	8
Part-time teachers	4
Total full-time equivalent (FTE)	10
Classroom Support assistants	7
Percentage of Catholic teachers FTE	35%
Number of teachers teaching RE	9
Number of teachers with CCRS or equivalent	1
Number of teachers currently undertaking CCRS	3
Chaplaincy staffing	0

ORGANISATION	
Published admission number	30
Number of classes	7
Average class size KS1	30
Average class size KS2	29

EXPENDITURE (£)	Last financial year 2017	Current financial year 2018	Next financial year 2019
Total expenditure on teaching and learning resources	£3500 (exc IT)	£3500	£3500
RE Curriculum allowance from above	£500	£1000	£800
English Curriculum allowance from above	£500	£1000	£500
Total CPD budget	£7500	£7000	£7000
RE allocation for CPD	£2300	£2500	£2500

How the school has developed since the last inspection
<p>At the last inspection all aspects were judged outstanding. Since then there have been significant changes to staffing, including the appointment of a new headteacher, who is the RE subject leader, and of a deputy headteacher.</p> <p>The headteacher has worked with staff and governors to drive improvements so that the Catholic Life of the school remains a priority. She has successfully engaged parents in all aspects of school life and there are much stronger links with the parish.</p> <p>The school engages well with the Diocesan Education Service and with their family of Catholic schools.</p> <p>Under the leadership of the headteacher, there is good capacity for improvement.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

3

KEY FINDINGS

Holy Family is a good Catholic school, where the dedication and drive of the recently appointed headteacher has galvanised all staff and leaders, including governors, to bring about improvements and ensure this truly is an 'inclusive and welcoming' place to learn and grow.

The Catholic identity of the school is strong. The school's revised Mission Statement is displayed around the school, alongside beautiful artwork and high quality displays which convey the liturgical year and gospel values.

The headteacher has worked tirelessly with governors to ensure there is a clear, shared vision, understood by all. The school's recently reviewed Mission Statement, 'Start children off on the way they should go and, even when they are old, they will not turn from it', is becoming well-known by the pupils and is beginning to inform decisions made by the headteacher and governors.

Pupils have positive attitudes to learning, enjoy coming to school and are very proud of it. They benefit from the opportunity to contribute to many aspects of the Catholic Life of the school. For example, they hear the Gospel regularly and are provided with a range of prayer opportunities when they can pray together or silently for their own intentions. They enjoy fundraising for those in need and talk enthusiastically about the work they do, in particular their support for Cafod.

Governors and school leaders are committed to the Church's Mission in education. They ensure that the fullness of life in Christ is promoted for all members of the school community.

Outcomes for pupils in curriculum RE require improvement, but more recent data shows an improving trend. Although some teaching in school is good, overall it requires improvement because pupils are not yet making expected progress by the end of Key Stage 2.

The new planning tool ensures good coverage of the Religious Education Curriculum Directory (RECD) and the areas of study for Human Relationships and Sex Education (HRSE).

Due to the commitment and drive of the headteacher and governing body, there are good opportunities for staff to access high quality professional development opportunities. With many newly qualified teachers on the staff, the challenge for leaders now is to ensure they continue to support new staff in developing their subject knowledge so that they can inspire and challenge pupils.

Parents are overwhelmingly supportive of the school. One parent wrote, 'This is a happy school, where the teachers genuinely love and support our children.'

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

The school needs to raise pupil attainment in RE. To do this they should:

- Ensure new staff are fully supported to develop their subject knowledge in curriculum RE through Continuing Professional Development
- Improve marking and feedback so that pupils are aware of how well they are doing and how to improve their work.
- Further develop the range of monitoring activities relating to provision and outcomes.
- Utilise pupils' skills of reflecting and evaluating in curriculum RE.
- Engage with a Diocesan Leader of Education to plan for progression of learning using the newly devised planning tool.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

2

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

2

2

2

Inspection finds that the extent to which pupils contribute to the Catholic Life of the school is good. Pupils know the gospel values which are at the heart of the school and they strive to demonstrate these values in action. They are delighted to be chosen to wear the 'purple promise' sweater in recognition that they have displayed these values to their teachers and friends. Pupils are confident in planning their own prayer and liturgies. The outdoor environment is used effectively to enhance the prayer life of the pupils and they enjoy using this. For example, each class created a beautiful prayer garden based on scripture. During inspection, nursery children took flowers to the grotto and prayed to Our Lady.

Pupil participation in, and leadership of, the prayer and liturgical life of the school is good. Pupils know the importance of prayer and often write their own prayers. One pupil told inspectors, 'it is fun to write prayers and pray with your friends'. Governor meetings also begin with a prayer written for them by Year 6 pupils.

During inspection Nursery children gathered for prayer and joined in with a hymn. Although very early in the school year, they were able to put their hands together and be still, showing they were ready for prayer. They listened carefully to the Gospel. The teacher asked questions and all of the pupils' responses were valued.

Pupils in Key Stage 1 are able to reflect quietly. When the candle is lit they remind each other that God said 'Let there be light' and Jesus said, 'I am the light of the world'. During inspection, pupils in upper Key Stage 2 led other pupils and some parents and family members in praying the Rosary. This was done with a high level of reverence and respect. It was both catechetical and spiritual, helping pupils grow in the knowledge of the Faith and in their own personal faith.

Inspection finds that the leadership and management of the Catholic Life of the school are good. Increasingly the governors provide good support and challenge to the school. The recent focus on reviewing the Mission statement has ensured that Gospel values underpin all work of the governing body and guide them in appointing and training staff and ensuring parents are fully involved in their child's learning journey.

Policies and practices reflect the school's commitment to implementing a Catholic philosophy of education in all aspects of the school's life, for example the staff handbook.

Governors are fully involved in the day to day life of the school, regularly joining staff and pupils for worship, the celebration of Mass and other liturgies.

The headteacher is passionate and aspirational for this Catholic community. She is a very good role model for staff and pupils alike. With the support of the deputy headteacher, she encourages pupils and staff in prayer and supports them where appropriate.

The quality of provision for the Catholic Life of the school is good. The governors are committed to ensuring all staff are skilled, knowledgeable and confident members of the school community. As a result, three teachers are currently undertaking the Catholic Certificate in Religious Studies (CCRS). Governors recognise the need to continue to ensure high quality professional development for the many new members of staff.

Good use is made of training and support from the Diocesan Education Service. The headteacher recognises this can be further developed to include the Diocesan Leader of Education at planning and moderation meetings.

The liturgical seasons and feasts are celebrated and are integral to school. Pupils and staff are proud of displays around school which celebrate the liturgical year.

Through the commitment of all those in school to its Catholic Mission, pupils are encouraged to know about, value and experience the call to, and action for, justice. Pupils speak passionately about their involvement in fundraising for Cafod and the Air Ambulance, as well as helping people less fortunate in their local community, for example by collecting food for the local food bank. Pupils are aware that they are doing God's important work in helping others and they do so enthusiastically.

Under the direction of the headteacher, all staff in school work hard to ensure there are extremely close links between the school, home and parish. As a result, parents report they feel fully involved in the life of the school and describe the school as 'inclusive.' One parent wrote, 'There is high parental involvement in school, so that together we can share the faith.'

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

3

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

3

2

3

Inspection finds that the extent to which pupils achieve and enjoy RE requires improvement.

Pupils report that they enjoy RE, in particular the different approaches that are used in the teaching and learning of this subject. Pupils enjoy lessons which include art and IT. There is much evidence around school of the high quality artwork related to RE topics and the liturgical year.

During inspection, in a lesson in upper Key Stage 2, pupils were learning about the meaning of the Nicene Creed and its place within the Mass. They were using Ipads to write their own simplified versions of the Nicene Creed.

In a lesson observed in Key Stage 1, pupils reflected on how the Eucharist is a gift given to us by Jesus. They then thought about gifts they could give back to Him. In all lessons observed during inspection, most pupils were fully engaged in their learning and classroom support was used effectively to support the learning of all groups of learners.

In the reception class, the children were encouraged to experience the awe and wonder of God's creation first-hand. They spent time outdoors using their senses, before coming inside to identify within the Creation story, all the different things God has created.

Children start the Foundation Stage with attainment in RE broadly in line with age-related expectations. They make good progress throughout the Foundation Stage and continue to make at least good progress in Key Stage 1 but this progress has not been maintained in Key Stage 2. As a result, by the end of Year 6, pupils' attainment is well below expectations although this has started to show an upward trend. This progress profile is similar for all groups of pupils including children with special educational needs. The school now needs to ensure this upwards trend continues.

The extent to which leaders and managers monitor and evaluate the provision for curriculum RE is good. It is clear that Governors and school leaders place a high importance on the teaching and learning of RE and are committed to the school's

Catholic mission. They recognise that there have been issues with the progress being made in this subject, which is not as strong as in the other core subjects.

As a result of this, the headteacher has recently taken over the leadership of RE and alongside her newly appointed deputy, is eager to raise standards further, having identified appropriate areas for improvement in the current action plan. They have implemented a whole school long-term planning overview, which meets the requirements of the Curriculum Directory, and incorporates the new HRSE objectives.

The incisive decisions of the headteacher have successfully halted the decline in standards in RE. Leaders and managers now need to implement rigorous monitoring procedures to ensure improvements in attainment continue.

Inspection finds the quality of provision in RE requires improvement. The RE curriculum provides good opportunities for spiritual and moral development. In addition, children are taught about other faiths, however leaders recognise the potential and benefits of developing this teaching further.

The school has an assessment system for tracking pupil progress but more work needs to be done to ensure it is being used effectively. This will then enable leaders to identify and target those children who may not be making the necessary progress. In addition, marking in books is currently not always supporting the children's next steps in learning and developing a consistently used marking and feedback policy needs to be a priority.

There is a full commitment by leaders to implement staff training. Support has been sought from the Diocese to target certain aspects of RE practice but with the recent appointment of several new teachers, further use of this support should now be focused on increasing subject knowledge and the use of assessment for learning to ensure there is a higher expectation of learning.

The school works within the Barrow cluster and this collaborative practice has supported the external moderation process. Leaders are now committed to trialling the new Diocesan assessment framework and this partnership work will help ensure a fuller understanding once it is implemented across the Diocese.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	2
Catholic Life	2
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	2
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	2
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	2
Religious Education	3
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	3
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	2
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	3

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	2	2	2	2
Religious Education	3	2	3	3