



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date	7 November 2017
Inspectors	Mrs Pat Peel Mrs Chris Mason Mrs Angela Paget
Unique Reference Number	136062

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School	Primary School
Age range of pupils	3-11
Number on roll	261
Chair of Governors	Mr. Ian Beck
Headteacher	Mrs Rachel Davidson
School address	Upper Essex Street Liverpool L8 6QB
Telephone number	0151-709-3672
E-mail address	r.davidson@holyfamily.liverpool.sch.uk
Date of last inspection	7 November 2012

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- Holy Family School is an average sized Catholic Primary School situated in Liverpool serving the parish of Our Lady of Mount Carmel.
- There are 261 number of children on roll of whom 117 are baptised Catholic, 26 come from other Christian denominations, 86 from other faith or religious traditions and 32 have no religious affiliation.
- There are seventeen teachers in the school of whom thirteen are Catholic. Thirteen teach Religious Education. Twelve have a suitable qualification in Religious Education with another one currently undergoing the process.
- Since the last inspection a new headteacher and deputy have been appointed.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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OVERALL EFFECTIVENESS

Holy Family School requires improvement in providing Catholic Education.

CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is good.
- Pupils appreciate, value and participate in the Catholic Life of the school.
- Pupils participate in the school's Catholic Life in many ways, but their involvement is not clearly defined as part of their Mission and some pupils lack a sense of the difference their contributions make to it by their words and actions.
- Pupils show respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is good. They are appreciative of the uniqueness of others and are sensitive to those needs within their own school community by becoming playground buddies, sports leaders, bullybusters, eco councillors and prefects etc.
- The school holds the Sanctuary Award from the Local Authority and language ambassadors' welcome new pupils to the school and support them in their learning.
- Pupils are involved with those activities which promote the Catholic Life and mission of the school such as fundraising for numerous charities i.e. CAFOD, Nugent, Macmillan. They are alert to the needs of others by knitting fidget muffs for people with Alzheimer's, they regularly visit Mersey Park's Care Home, making bonnets, collecting food for the Harvest festival and singing in the local community etc.
- Pupils respond positively to the opportunities the school provides for their personal support and development and provision for pastoral care. They enjoy attending the breakfast club which is run by the school and attend after school clubs such as seasonal sports, gymnastics, dance, gardening etc.
- Pupils have some understanding of relationships as part of their Personal, Social and Health Education lessons which is taught across the school through *Get Set For Life* programme.
- Pupils have had training by the NSPCC in their *Speak out, stay safe* campaign. This is helping to alert the children and their families around tackling abuse of any kind.
- Pupils embrace a holistic approach to education, and recognise the importance of using one's gifts in the service of others. These are celebrated at their citizen and star of the week celebration assemblies.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school requires improvement.
- The current school Mission Statement '*With Christ as our guide, together we love, grow, learn and achieve each day.*' does express the educational mission of the Church but this is not well thought through or its expression lacks depth.

- Whilst some staff understand some of the demands of the school's Mission Statement there are inconsistencies in its application across the curriculum and to the rest of school life. The three aims are not underpinned by clear, succinct objectives. Consequently, staff and pupils do not know, own and live out the Mission Statement daily.
- There is a sense of community in the relationships within the school and effort is made to reach out to the more vulnerable pupils and their families.
- The school environment contains signs of its Catholic character such as the olive wood Holy Family statue in the main entrance porch, peace display on the corridor and classroom Come and See displays but more needs to be developed to share the richness expressed in the Mission of the school.
- Aspects of the curriculum reflect a commitment to Catholic Social Teaching, to care for our common home or to the dignity of every human person however, these are not being highlighted explicitly enough throughout the school as being part its overall Mission where everyone has their part to play within it.
- The school provides some opportunities for the spiritual and moral development of pupils and staff through prayer opportunities.
- The pastoral provision by both the family support worker and the pastoral worker is very good at reaching out to the pupils and families that need the schools support such as the 'Sunshine Group for EAL families', loss and bereavement group, dealing with mental health issues and first aid courses etc.
- The school regularly invites parents to a *Freebie Friday* session where they can pick up bags of groceries and school uniforms as part of their outreach.
- The school has been recognised as a Dementia Friendly School and they regularly take pupils out to visit the local care home. Pupils have been involved in making promotional materials with Salford University in support of this.
- The school runs a free breakfast club daily for pupils and occasionally their families. It is very well attended.
- The school houses a behavioural unit within school which supports vulnerable pupils who need support to get back into mainstream education.
- Policies and structures are in place but these do not always translate back to the Mission of the school and are not explicitly linked to one another.
- Pastoral programmes for Personal, Social and Health Education *Get Set for Life* is being taught throughout the school by the pastoral leading teacher on a weekly basis. Relationships and Sex Education which reflect Catholic teachings and principles is not yet being undertaken. *All that I am* a puberty resource is being delivered in Years 5 and 6.
- The views of parents are sought and acted on via newsletters, questionnaires, the website and social media.
- The parish priest celebrates Mass throughout the liturgical year and pupils have visited church as part of their Religious Education lessons.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school

- Leaders and governors requires improvement in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- Since the last inspection there has been significant changes and challenges for the leadership of the school and a new governing body has been established.

- Leaders and governors support the mission of the Church however, the Mission Statement is not fit for purpose and a full review of it needs to take place with the whole school community including pupils, parents, staff, governors and wider community to ensure that it is known, owned and lived out by everyone in the school community.
- Leaders and governors have recognised that the Mission Statement needs to be reviewed for it to become a living and working document which drives everything which happens in the school. It is highly recommended that this takes place as soon as possible led by a member of the Christian Education Team.
- The pastoral support opportunities within and beyond the school are very good and have greatly impacted on the pupils and families which they serve. However, more needs to be done to explicitly link them to Gospel Values and Catholic Social Teaching as part of the schools Mission in action.
- Staff and in turn pupils have limited understanding of the role in which they play in the Mission of the school. Leaders and governors have not rigorously evaluated its effectiveness and more needs to be done to explicitly make the connections between Word and action.
- Some improvements have been made recently which have impacted on the outward sign of Catholicity within the school e.g. the displays in the physical environment and classroom focus' but much more needs to be done to create a whole school ethos.
- The school has made a commitment to providing continuous professional development opportunities for new staff and training for an onsite therapeutic councillor.
- Until recently governors were only superficially involved in the self-evaluation of the Catholic Life of the school. However, with the appointment of a new Chair and new members the governing body has been strengthened considerably. Training opportunities for Catholic Life i.e Mission and ethos and the Role of a Foundation Governor in a Catholic School are highly recommended.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education requires improvement.
- Pupils, from their very low starting points, make progress in each key stage and some make good progress.
- Whilst some groups, including those who have special educational needs, are making progress, the standards pupils achieve are not high enough in some classes.
- Pupils, relative to their age and capacity make use of their knowledge, understanding and skills, to reflect and think about the demands of religious commitment in everyday life.
- Pupils are enthusiastic and keen to participate in their lessons and enjoy their activities.
- Some pupils are working hard to improve their knowledge, understanding and skills as learners.
- In some classes pupils showed limited interest and little enjoyment of Religious Education this was due in part to low expectations and lack of challenge in the work they were presented with.
- Behaviour in lessons on the day of inspection was good.
- Pupils' attainment, as indicated in workbooks and by teacher assessment requires improvement.
- Pupils do not always achieve average attainment.
- The quality of pupils' current work, both in class and in written work, requires improvement.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education requires improvement.
- On the day of inspection most teaching was good. In the best lessons pupils' efforts were celebrated and achievement praised.
- Teachers do not always plan opportunities which are challenging enough in Religious Education. Lessons are not always linked to pupils' current assessment consequently; some pupils do not achieve high enough.
- In some classes there is an over reliance on worksheets being used which is severely limiting what pupils can achieve.
- In the best lessons teachers have good subject knowledge and engage pupils in their learning.
- Teachers employ a range of strategies and resources including the use of the Come and See website, Church's Story, audio and visual media, props and resources etc. to enhance Religious Education lessons. Other adults were used effectively in some lessons to enhance support for those who needed it.
- On the day of inspection there was little evidence in lessons of assessment for learning. This inhibits good progress and makes pupils unsure about how to make future improvements.
- In some lessons teachers' management of time requires improvement to ensure good learning in lessons and across sequences of lessons.
- In some lessons teachers' use of questioning was very good and the language of the level descriptors was shared with the pupils. However, this practice is inconsistent and more needs to be done to build this into their daily repertoire.
- Teachers do not routinely communicate high expectations about Religious Education to their pupils and this was witnessed during lesson observations and is evident from the standard of work in pupils' books.
- Some developmental marking using the language of the level descriptors i.e. driver words is present in workbooks but this is inconsistent across the school.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors require improvement in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors are not ensuring that the Religious Education curriculum fully meets the requirements of the Bishops' Conference as evidence in workbooks and timetables on the day suggests that the full 10% curriculum time is not routinely given.
- Leaders and governors are not ensuring that Religious Education is fully comparable to other core curriculum subjects. Whilst it is acknowledged that the school has encountered difficulties in other areas of the curriculum Religious Education is the core subject in a Catholic school and due regard must be given to its status in the school.
- Evidence suggests that on the day of inspection Religious Education lessons were planned and activities matched appropriately to the needs of the children however, this was not consistent with earlier plans and evidence in workbooks. It is highly recommended that the school invests in Archdiocesan in-service training to support teachers Planning and Assessing using the Driver Words.

- Policies regarding the Religious Education curriculum are in place but need starting and review dates and linking together.
- Leaders' and governors' self-evaluation of Religious Education requires improvement. The Self Evaluation Document is not an accurate reflection of where the school is in relation to the outcomes on the day of inspection.
- The curriculum leader for Religious Education has been in post since the last inspection. She is using the Archdiocesan recommended monitoring pack and time is given for this to take place however her findings are not rigorously scrutinised enough. Senior leaders are not taking steps fast enough to enable improvements to teaching and learning in Religious Education to be made. Expectations are too low across the school resulting in standards not high enough.
- A link governor with responsibility has recently been appointed for Religious Education.
- Assessment data for the last 3 years was not available on the day of inspection. Tracking for the previous year was not able to be validated. Evidence from planning suggests that it is not having any impact on future lessons as teachers are not routinely using the data effectively.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is good.
- Pupils act with reverence and are keen to participate in Collective Worship.
- They sing joyfully, reflect in silence and join in community prayer appropriately and with growing confidence.
- Pupils have more regularly begun to prepare and lead worship with confidence, enthusiasm and a degree of independence.
- They are thoughtful in their planning of liturgy. Other pupils are engaged by the worship opportunities planned by their peers.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary.
- Pupils have begun to value and participate voluntarily in liturgy and prayer.
- Pupils have a developing understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.
- Prayer is having a positive impact on the spiritual and moral development of the pupils, irrespective of ability or faith background.
- They have a developing sense of respect for those of other faiths. This is reflected in the way many pupils participate in prayer and liturgy

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations.
- Collective Worship has a purpose, message and direction. The themes chosen for worship reflect a good understanding of the liturgical seasons and feasts.

- Collective Worship is given a priority in terms of planning and resourcing; as a result, experience of Collective Worship is good. Evaluation needs to be further developed both as a participant and a leader of Collective worship.
- All members of the school community and parents speak positively about these opportunities.
- Relevant staff have a good understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have good experiences of the Church's liturgical life.
- Staff are becoming more skilled in helping pupils to plan and deliver quality worship when appropriate.
- They have a developing understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is good.
- A portfolio of photographic evidence and some planning has been gathered to support Collective Worship. More evidence of planning both adult and child must be kept.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship.
- They have a good understanding of the Church's liturgical year, seasons and feasts.
- Leaders of Collective Worship within the school are appropriate models of good practice for staff and pupils.
- They promote pupils' planning and leading Collective Worship.
- Leaders offer regular professional development of staff incorporating liturgical formation and the planning for Collective Worship. It is recommended that Archdiocesan in-service training is undertaken to further develop and enhance current practice. New staff have attended the Archdiocesan training on Collective Worship.
- There is no evidence that Leaders and governors regularly review Collective Worship as part of their self-evaluation processes.

What the school needs to do to improve further

- Further develop the work being undertaken in Catholic Life by:
 - undertaking a full review of the Mission Statement, its aims and objectives by a member of the Archdiocesan Christian Education Team as soon as possible.
- Further improve the quality of provision and outcomes for Collective Worship by:
 - undertaking Archdiocesan In-service training on using 'Stepping Stones' for Collective Worship .
- Raise the standards of attainment in Religious Education further by:
 - undertaking Archdiocesan In-service training on 'Planning and Assessment';
 - embedding the language of the level descriptors and Driver Words into planning and daily practice enabling the needs of all pupils to be met;
 - using Driver Words when marking to inform pupils of their next steps.
- Further develop the work being done in assessment, monitoring and tracking of pupils' progress by:
 - using the information gleaned through analysis of data to inform teacher's planning leading to improvements in progress and achievement of individuals, groups and whole cohorts;
 - rigorously monitor teaching and learning by undertaking lesson observations, scrutinising books and monitoring planning.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	3
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
The quality of provision for the Catholic Life of the school	3
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	3

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	3
The quality of teaching, learning and assessment in Religious Education	3
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	3

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	2
The quality of Collective Worship provided by the school	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate