

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: Holy Family Catholic Primary School

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School URN: 119590

Headteacher: Mr Austin Manfredi

Chair of Governors: Mrs Mary Wilson

Section 48 Inspector: Mrs Mia Barlow

Date of Inspection: 24th March 2014

The inspection report is produced for the Rt. Reverend Michael Campbell O.S.A., the Bishop of Lancaster (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

INFORMATION ABOUT THE SCHOOL

Holy Family is a Catholic Voluntary Aided primary school in the Diocese of Lancaster. The school mainly serves the parish Holy Family, Warton and Freckleton. There are currently 107 learners on role of whom approximately 66% are baptised Catholics. The vast majority of pupils transfer at the end of year six to St. Bede's Catholic High School. The school is smaller than the average-sized primary school. There are four mixed-age classes. Almost all pupils (98%) are of White British heritage. The proportion of disabled pupils and those with special educational needs is below average. The proportion of pupils known to be eligible for the pupil premium is rising but is below average.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll:	107
Percentage of pupils baptised Catholics	66%
Percentage of pupils from other Christian denominations:	18%
Percentage of pupils from other faith backgrounds:	0%
Percentage of pupils with no religious affiliation:	16%
Percentage of pupils from ethnic groups:	2%
Percentage of pupils with special needs:	9%

Staffing

Full-time teachers:	4
Part-time teachers:	1
Percentage of Catholic teachers:	79%
Percentage of teachers with CCRS:	44%

Percentage of learning time given to RE:

R	10%	Yr 4	10 %
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

Parish served by the school:

Holy Family, Warton and Freckleton

Overall Effectiveness

1

Capacity for sustained improvement

1

MAIN FINDINGS

Holy Family is an outstanding Catholic school with many strengths. The mission and ethos of Catholic Education are truly at the heart of all that the school does. There is an overwhelming sense of community in the school. Staff, pupils and governors are justifiably proud of the relationships, dedication and commitment to the shared vision they have for their school. There is a passion and drive that permeates all aspects of school life. Pupils embrace the Catholic mission and are eager to participate in the Catholic Life of the school.

Pupils make outstanding progress as they journey through the school, developing knowledge, understanding and skills in Religious Education at every stage. The pupils are very enthusiastic about their learning, feel a sense of ownership and are offered a wide variety of learning experiences in RE. They are very proud of their school and describe Holy Family as "loving, fun, caring, enjoyable, eager, encouraging, determined and charitable".

The commitment of the governors and senior managers is a strength of the school. The leadership team is a powerful driving force within the school and leads with passion and determination whilst also empowering others.

A wide range of Collective Worship opportunities are offered to engage pupils of different ages and abilities in praise, thanksgiving and silent reflection.

Capacity for improvement

The school's capacity for sustained improvement is excellent. The school has continued to improve since the last RE inspection, with standards in RE rising. Governors are committed to the school and to Catholic education. They are supportive of the senior leadership team who have high expectations of themselves and of staff who work tirelessly to promote the clear vision they have for the school. The RE subject leader has the passion and determination to rigorously address any areas that could be further improved. The whole school is united in its commitment

to the pupils. The team work together, providing advice, support and challenge to ensure high standards are maintained and that the school continues to move forward providing the pupils with the very best that they can.

What the school needs to do to improve further

- Continue the development of the new tracking system to make it easier to show evidence of progress in different groups of pupils.
- Maintain the consistency and impact of monitoring procedures.
- Continue to seek out opportunities for pupils to collaborate with people from different backgrounds.
- Explore ways to further support pupils in creating and maintaining spiritual atmospheres in pupil-led Collective Worship.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

1

Pupils enjoy RE. They speak with enthusiasm about their learning in RE and the variety of teaching activities used. Pupils describe RE lessons as “interesting and fun” and report that they enjoy exploring difficult ideas in depth. They have a good awareness of what they need to do to improve further and enjoy having some ownership of their learning.

Learning and progress are outstanding. Pupils enter the Foundation Stage with attainment well below national expectations in RE. From this low baseline, pupils make very good progress and by the end of the Foundation Stage, attainment is generally in line with expectations. This rapid progress continues through Key Stage 1, with pupil attainment reaching above average expectations. As pupils move through Key Stage 2 this very good progress continues so that by the end of Year 6, attainment in RE is well above expectations and the standard of achievement is high. The quality of work in pupils’ books in upper Key Stage 2 is excellent and is an indicator of the high standards and expectations that both pupils and staff have in RE. Pupils in receipt of free school meals make good progress, as do those with special educational needs and disabilities; this is due to the effective use of assessment and high expectations.

Pupils are very proud of the responsibilities they have at school and speak with confidence about how they contribute to the Catholic Life of the school. Responsibilities include preparation of and participation in Masses and in liturgies; involvement in the pupil council and as fair trade promoters; and in a wide variety of fund raising activities. Year 6 pupils speak with pride about their responsibilities as 'pairers' supporting children in the reception class. They describe Holy Family as a school where "we are all individuals - but we're a team too." Pupils described how they contribute to the Catholic Life of the school by following their mission statement, by being practicing Christians and by really trying to show love and care for others in all that they do.

Prayer is central to the life of the school; pupils act with reverence and are eager to participate in Collective Worship. In Key Stage 1 pupils contribute to teacher-led Collective Worship, doing the readings and writing their own prayers. In Key Stage 2, pupils prepare and lead worship with increasing confidence. They sing joyfully, are beginning to reflect in silence and join in community prayer. Pupils have a good understanding of the religious seasons and use scripture when planning Collective Worship. To further develop pupils' response and participation, pupils need to explore ways to create and maintain an atmosphere of spiritual reflection.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic Life of the School

1

Leaders and managers are deeply committed to promoting the Catholic Life of the school. The Catholic mission of the school is at the heart of all that they do and is clearly lived out in the way staff and pupils support each other. Staff are proud of their school family and describe it as a family who work together, sharing and supporting. Teachers report that the school leaders live out the Catholic mission themselves and are great role models who "do not just talk the talk - they also walk the walk." Staff support and nurture each other and have the best interests of the children at heart.

The School Development Plan sets clear priorities for RE including staff training, pupil progress and improving the quality of teaching and learning. Staff, governors and pupils speak with great pride about the Catholic Life of the school. The monitoring of RE has become more rigorous and this has led to further improvements in RE provision. Lesson observations are used to identify and share good practice as well as to identify areas that need to be developed further. Work scrutiny also takes place to ensure consistency of expectations and standards across the school and also to ensure that marking and feedback are used effectively

across the whole school. The progress made by pupils is evaluated and targets are put in place. The subject leader is eager to introduce a new system of tracking so that it will be easier to see progress in RE across the whole school and to evaluate the progress of different groups.

Governors challenge and support the school and are important in ensuring the high profile of the Catholic character of the school. They are developing a deeper understanding of the strengths of the school and are beginning to look at standards and attainment in RE in more depth. The RE governor is well informed about the Catholic Life of the school and is able to speak confidently about recent developments at Holy Family and of developments for the future. Governor relationships with staff are constructive and they show determination to challenge and support the school. The governors are very proud of the staff and leadership team and of the good relationships existing within the school; they speak highly of the levels of staff engagement which leads to "a deep thirst for faith."

Leaders and Managers have developed effective partnerships with other providers, organisations and services. Examples of these include local primary schools, the Catholic High School, community police, the local children's centre, CAFOD and fair trade groups. The head teacher and subject leader take part in Diocesan training including the moderation of pupils' work.

Parish links are strong and add to the Catholic Life of the School. The Parish Priest, who is the RE governor, visits the school regularly and is instrumental in developing the Catholic Life of the school. Mass is held regularly in the school for the parish and the school community. Pupils also visit the church for Mass and other liturgical celebrations including benediction.

Leaders and managers are aware of the need to promote community cohesion and there is an improving focus on the issue at Holy Family. Staff are working hard to provide opportunities for pupils to learn about other faiths and cultures and there are plans in place to improve this further. Pupils and staff share a very strong sense of belonging and positive relationships were evident during the inspection in all three key stages.

PROVISION

How effective the provision is for Catholic Education

1

Provision across the school for Catholic Education is outstanding. In the lessons observed during inspection pupils were completely engaged in their learning and teachers challenged them to deepen their thinking.

Children in the Foundation Stage spoke confidently about familiar bible stories which they could relate to everyday life: through well-planned learning opportunities they were able to continue their learning through small word play and independent writing opportunities. Pupils in class four demonstrated an extensive range of religious vocabulary: inspirational teaching included excellent questioning and assessment skills which led to rapid progress in learning. Support, through the use of teaching assistants and additional resources, was provided to ensure that all pupils could access all the learning materials. Year 6 pupils report that they enjoy learning in RE especially when “we don’t get things at first – so we explore together in depth.”

Planning has recently been adapted to put greater emphasis on the assessment for learning; the positive impact of this is very clear to see. Teachers’ marking has become more purposeful and is becoming more consistent across the school. Marking and feedback provides the next steps in learning and pupils report that they know what they need to do to improve in RE. Pupils from Key Stages 1 and 2 are able to talk about the levels they are achieving and how they can use their targets to make progress. Comments in pupils’ books challenge them to explain their responses. Regular assessments are used to evaluate progress across the school and this is tracked across the year. Senior managers are eager to develop a whole-school tracking system to make it easier to show evidence of progress in different groups of pupils. Leaders and managers are already tracking this progress at an individual level and have a very good awareness of the progress of all pupils: they are eager to improve the effectiveness of existing systems.

The RE curriculum provided by the school is in line with the Bishops’ Conference requirements with respect to the time allocated to it. The school structures the RE curriculum around the scheme “The Way the Truth and the Life” but also includes many adaptations and additions based on the needs of their pupils: an example of this is the addition of RE week dedicated to the Old Testament. Pupils of all ages are able to speak with confidence and enthusiasm about stories from the Old Testament. Whole school initiatives such as learning more about the Mass have also been very successful. A wide variety of learning experiences are included in RE lessons – and these include art, drama, debates and use of Information and Communication Technology.

Pupils, parents, governors and staff celebrate the key Catholic celebrations in school and prayer is central to the life of the school. Themes chosen by pupils and staff reflect a deep understanding of the Church’s mission. The school week begins with a whole school act of Collective Worship that is often based on the gospel of the week and is led by either the head or the deputy head. An act of worship observed during inspection gave pupils opportunities for spiritual reflection, community

prayer, joyful singing and deep thinking. Pupils in Year 6 explained the importance of the theme being shared at the beginning of the week as giving them something to focus on throughout the week. As children progress through the school they are provided with increasing opportunities to lead Collective Worship independently. Each class has a prayer space with prayer boxes, artefacts and resources for planning acts of worship.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 **Outstanding** Grade 2 **Good** Grade 3 **Satisfactory**
 Grade 4 **Unsatisfactory**

Overall effectiveness	1
The school's capacity for sustained improvement	1
PUPILS How good outcomes are for pupils, taking particular account of variations between different groups?	1
• How well do pupils achieve and enjoy their learning in Religious Education?	1
❖ the quality of pupils' learning and their progress	1
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	1
❖ pupils' attainment in RE	1
• To what extent do pupils contribute to and benefit from the Catholic Life of the school?	1
• How well do pupils respond to and participate in the school's Collective Worship?	2
LEADERS AND MANAGERS How effective are leaders and managers in developing the Catholic Life of the School?	1
• How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan improvement to outcomes for pupils?	1
• How well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils?	1
• The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met?	2
• How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and wellbeing?	1
• How effectively leaders and managers promote Community Cohesion?	2
PROVISION How effective is the provision for Catholic Education?	1
• The quality of teaching and purposeful learning in RE?	1
• The effectiveness of assessment and academic guidance in Religious Education?	1
• The extent to which Religious Education curriculum meets pupils' needs?	1
• The quality of Collective Worship provided by the school?	1