

**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: 119611

Headteacher: Mr Raymond Sudlow

Chair of Governors: Mr Allan Gaskell

Section 48 Inspector: Mrs Jacqueline Hampson

Date of Inspection: 5th June 2013

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 Catholic Primary School is a smaller than average sized school situated in Preston. It is in an area of high deprivation with an above average number of pupils eligible for free school meals (FSM) and for the pupil premium.

The number of pupils from minority ethnic groups is below average. The proportion of pupils with additional needs supported at School Action is below average, as is the proportion supported at School Action Plus or with a statement of special educational needs.

The school has achieved many awards, including a Race Equality Award and an International Schools Award.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll:	149
Planned Admission Number of Pupils:	25
Percentage of pupils baptised Catholics:	65%
Percentage of pupils from other Christian denominations:	33%
Percentage of pupils from other faith backgrounds:	1%
Percentage of pupils with no religious affiliation:	1%
Percentage of pupils from ethnic groups:	17%
Percentage of pupils with special needs:	13%

Staffing

Full-time teachers:	8
Part-time teachers:	0
Number of Catholic teachers:	5
Number of teachers with CCRS:	5

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:

1. Holy Family
2. St Andrew's

Overall Effectiveness

2

Capacity for sustained improvement

1

MAIN FINDINGS

Holy Family is a good Catholic school, with many outstanding features. The headteacher, who is retiring at the end of the term, has ensured that all those involved in the life of Holy Family are committed to ensuring that all pupils are loved, respected and able to develop a belief in themselves. All pupils are afforded opportunities which may be denied them outside of school.

The vision that the headteacher has for the school is shared by the governors and all staff and this results in excellent pupil behaviour and above average attendance rates. The governors have successfully appointed a new headteacher for the autumn term. She shares the vision for this loving school community and is currently working closely with the current headteacher and other senior leaders to ensure that Holy Family continues to improve and provide the best possible opportunities for each child. As a result, the school's capacity for sustained improvement is outstanding.

Teaching and learning in RE are good, meeting the needs of most pupils and enabling them to make good progress overall, from very low starting points. Attainment at the end of Key Stage 2 is average, but is improving rapidly as pupils continue to make good progress.

Pupils make an outstanding contribution to the Catholic life of the school and they benefit greatly from this. There are excellent relationships in school and pupils are very happy to attend Holy Family. They speak with confidence about the impact that attending Holy Family has on their lives, both now and in the future. Pupils' spiritual and moral development is given high priority.

Most aspects of the leadership and management of the Catholic life of the school are outstanding. Governance is a particular strength of the school. They have robust systems in place for the monitoring and evaluation of all aspects of the Catholic life of the school, giving them an accurate picture of the school's strengths and weaknesses. They provide excellent challenge and support. The promotion of Community Cohesion and the development of partnerships are also strengths of the school, both in terms of enhancing learning for pupils and in supporting them and their families.

Capacity for improvement

All areas for improvement since the last inspection have been addressed and are having a positive impact on the life of the school. Since the last inspection, school leaders have improved the quality of self-evaluation so that it now shows a thorough analysis of the impact of measures taken.

The headteacher leads this loving, family community passionately. He has successfully ensured that his vision for 'children to experience the awe and wonder of Christ's message in their lives', is shared amongst all stakeholders. With the support of the governors, he has also ensured a distributive approach to leadership which will allow the school to continue to improve. As a result, the school's capacity for sustained improvement is outstanding.

What the school needs to do to improve further

1. Continue to raise standards in Religious Education further by:
 - Sharing with all teachers the best examples of teachers' planning which focus on level appropriate outcomes for pupils;
 - Sharing with all teachers the best examples of marking, which show pupils the next steps in their learning, ensuring pupils have opportunities to respond to marking.
2. Further develop the baseline tracking information, to include children in the Nursery.

PUPILS

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

2

The school judges that outcomes for pupils are good and inspection confirms this. Pupils clearly enjoy Religious Education and have very positive attitudes towards their learning. They speak of RE being one of their favourite subjects and enjoy the role play, art work, use of ICT and other creative approaches that teachers plan for in RE lessons.

From very low starting points, as evidenced in the baseline information, pupils make good progress in RE overall by the end of Key Stage 2. School tracking information shows that pupil progress has continued to improve since the last inspection. There is little difference in the progress of different groups of pupils, including boys and girls, those in receipt of free school meals and those with additional needs.

Pupils have a developing sense of religious literacy and are making progress in both knowledge and understanding of religion (AT1) and an ability to reflect on meaning (AT2).

As a result of the drive of the leadership team to raise standards, attainment at the end of the Foundation Stage and Key Stage 1 is now good. However, the work done has yet to impact on attainment at the end of Key Stage 2 which, although improving, is still only average. The school's judgements about attainment are accurate and diocesan colleagues at external moderation verify this.

Pupils make an outstanding contribution to the Catholic life of the school and are able to articulate how they benefit from it. One pupil made clear the views of many, 'Being part of Holy Family affects our behaviour. It benefits the way we grow and how we act, as Jesus wants us to.'

Pupils can express their own religious and spiritual beliefs and show an understanding that religious belief and spiritual values are important for many people. They are aware of the importance of key celebrations in school and in the parish community throughout the liturgical year, speaking with confidence about feasts and liturgical colours. They regularly lead activities with a religious character, in the school and in the wider community.

Pupils benefit greatly from the excellent relationships the school has with the parish community. The support of the parish religious sister and other governors for the care and guidance of the pupils and their families ensures that all children feel a true sense of belonging to this caring, loving community. All relationships in school are characterised by respect and consideration for others.

Acts of worship engage all pupils in Holy Family and they participate joyfully. Pupils act with reverence and are eager to participate in the different types of worship offered by the school. Teachers provide pupils in all age groups with many opportunities to contribute to and to lead acts of collective worship. Pupils do this with confidence because teachers guide and support them from a young age. During inspection, pupils in Key Stage 1 planned and led worship based on the story of The Good Samaritan. They were able to select prayers and music to follow the theme of caring for others and their singing was joyful. In Key Stage 2, pupils lead their peers in reflection on the gospel message.

LEADERS AND MANAGERS

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

1

The school judges that the extent to which leaders and managers develop and promote the Catholic life of the school is good, but inspection finds that most aspects are outstanding.

At the heart of this is the headteacher, who passionately ensures the Catholic mission of the school is the priority. All members of staff and governors share the headteacher's vision 'to make Christ alive in the life of every child'. Working as a team, everyone ensures that love, care and respect for each child is at the heart of school improvement.

School self-evaluation has improved greatly since the last inspection and is now very good. There is a clear focus on the impact of measures taken. Improvement plans are drawn up by all leaders and managers and the focus is clearly on areas for improvement.

Provision for RE is monitored and evaluated very well. The headteacher works closely with the deputy headteacher, who is taking on the role of the RE Subject Leader from September. They have put plans in place to ensure that outcomes have a positive impact on teaching, learning, progress and standards reached by pupils. As part of the regular monitoring in school, progress towards these actions is checked by senior leaders and governors, alongside pupil progress and attainment records for RE, so that any underachievement or areas for improvement can be quickly dealt with.

Baseline data is collected on pupils when they begin reception class; school leaders recognise the benefit of extending this baseline assessment in RE to include pupils in the nursery, in order to measure progress across the whole of the Foundation Stage.

The work of the governing body has improved significantly since the last inspection and governors now make an outstanding contribution to the work and to the Catholic dimension of the school. Governors are very well organised and thorough in their approach. They ensure there are highly robust systems for monitoring and evaluating all aspects of school life. They have an excellent knowledge of key issues in RE, including rates of pupil progress and standards of attainment. They work closely with the senior leadership team on data, ensuring teacher judgements are accurate through work scrutiny and moderation. Through regular 'learning walks' around school, governors gain a clear picture of many aspects of curriculum RE and of Collective Worship. Governors are also able to monitor resources, pupil engagement and progression across the whole school, in this way.

The parish religious sister, who is also a governor, ensures there is excellent engagement with and support for families. This is a key strength of the school's success in engaging families and ensuring that the inclusion of all is a central goal.

The school has been instrumental in setting up ambitious links with parents, the parish, local schools, schools in other areas and schools globally. Through this work, led by the headteacher and the community cohesion leader, the school has gained an International Schools award and has taken part in a 'Comenius Project', involving pupils and teachers from six other European countries. This has included a recent visit to Portugal. Pupils who took part in this visit spoke of friendships they had made and expressed their delight in getting to know children from other countries, looking at similarities and differences in their lives. These partnership activities provide excellent value for money, enable pupils to enjoy and achieve well and prepare them for the next stage of their learning journey.

All staff, including those who are not Catholic and those new to the profession, are supported very well by senior leaders. Seven of the school's eight teachers are undertaking, or have already undertaken, the Catholic Certificate in Religious Studies (CCRS) and this is to be commended.

All staff working in school are excellent role models and, as a result, pupils show respect for everyone in their school community and beyond. Parents are overwhelmingly supportive of the school's work and truly feel part of the school community.

PROVISION

How effective the provision is for Catholic Education

2

The school judges the provision for Catholic education to be good and inspection confirms this. Evidence from monitoring carried out by the headteacher and other key members of staff, shows that the quality of teaching is good overall and inspection confirms this. In lessons observed in Key Stage 1 and Key Stage 2, a range of teaching styles, good questioning techniques and well paced lessons ensure that all pupils are engaged well and make good progress.

In a Year Two lesson observed during the inspection, pupils were able to draw upon their knowledge of the fruits of the Holy Spirit to respond to questions about how we should care for others. They worked exceptionally well together to look up scripture references to support their responses.

Assessment and monitoring procedures are good. The deputy head teacher, with the support of governors, works closely with staff to carefully monitor the progress of each child in RE. The school is quick to respond to any underachievement. Teaching assistants make a very good contribution to the achievement of those pupils who need additional support.

Staff regularly share ideas for Collective Worship and curriculum RE. They value the regular moderation meetings for curriculum RE, as these provide opportunities to support each other, share ideas and continually look for ways to improve. As a result, teachers have developed strong subject knowledge. There are portfolios of moderated work for the past three years. These have been agreed externally by diocesan colleagues and support teachers in assessing the progress of pupils.

Overall the quality of marking is good and informs next steps in learning. Oral and written feedback is provided so that pupils know what to do in order to improve their work.

However, leaders need to ensure that the school policy for next steps marking is implemented in all year groups and that all pupils have time to respond to marking, in order to ensure full impact.

The school provides a good RE curriculum that is structured around the scheme 'The Way, the Truth and the Life'. Teachers are becoming more confident in seeking other resources to enhance their lessons, whilst being aware of the requirements of the Religious Education Curriculum Directory (RECD).

Relevant strategies are employed to ensure that pupils' learning needs are met. Teachers' planning is best where level-appropriate outcomes are identified to ensure that questions, whole class and independent activities challenge every child.

The spiritual and moral development of pupils is enriched by the opportunities offered. The curriculum meets the statutory requirements of the Bishops' Conference.

The quality of Collective Worship in the school is good and ensures the spiritual needs of the pupils are met. Acts of worship are given high profile and are well-resourced. Worship is well-planned and inclusive. Staff have worked very hard in recent years to ensure that pupils are skilled and equipped in leading prayer. Themes are consistent with the Catholic character and follow the liturgical year.

There is a range of formal and informal opportunities for daily prayer, both for the pupils and staff.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

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

Overall effectiveness	2
The school's capacity for sustained improvement	1
PUPILS How good outcomes are for pupils, taking particular account of variations between different groups	2
• how well do pupils achieve and enjoy their learning in Religious Education?	2
❖ the quality of pupils' learning and their progress	2
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
❖ pupils' attainment in RE	3
• 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?	2
• 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?	1
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well being?	1
• how effectively leaders and managers promote Community Cohesion?	1
PROVISION How effective is the provision for Catholic Education?	2
• the quality of teaching and purposeful learning in RE	2
• the effectiveness of assessment and academic guidance in Religious Education?	2
• the extent to which Religious Education curriculum meets pupils' needs?	2
• the quality of Collective Worship provided by the school?	2