

January
2013

THE DIOCESE OF HALLAM SECTION 48 REPORT

The Catholic Life and Religious Education in
Primary Schools

Diocese of Hallam



SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

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| School URN | 122820 |
| Name of Chair of Governors | Maria Carroll |
| Name of Head teacher | Angela Heald |
| Date of inspection | 26 th March 2013 |
| Section 48 Inspector | Peter Davison |

“ An enthusiasm for the things of God”

Introduction

The Inspection of Holy Family Catholic Primary School has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam.

The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided.

Description of the School

Holy Family Catholic Primary School is situated in Worksop, Nottinghamshire. The school serves two parishes, St Mary and St Joseph the Worker and St Helen's, Oldcotes. Children are drawn from a wide geographic area and approximately one fifth of children are bussed into school daily.

Holy Family Catholic Primary School is an average sized primary school whose pupils come from an area with low levels of social disadvantage when compared to all primary schools in Nottinghamshire. The school has been judged to be good at all previous Ofsted inspections.

Over the last two years the school and its community has changed with an influx of pupils from Poland who speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above the Nottinghamshire average. Historically on-entry data indicates children enter Foundation 1 below expected levels.

There has been a change in leadership since the last inspection with the appointment of a new headteacher from September 2012 joining an established leadership team. Four out of nine teaching staff are new to the school since the last inspection. The governing body has remained largely unchanged since the previous inspection.

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| Type of School | Primary, Voluntary Aided |
| Age profile of students | 3-11 years |
| Number on roll | 234 |
| Number of students on Special Needs and Disabilities Register | 22 |
| Number of students with a Statement of Special Educational Needs | 0 |
| Number of Catholics on roll | 117 |
| Number of Other Christian Denominations | 112 |
| Number of other Faiths | 3 |
| No religious affiliation | 2 |

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| School Address | Netherton Road, Worksop, Notts. S80 2SF |
| Telephone Number | 01909 473917 |
| Fax Number | 01909 531404 |
| Email | headteacher@holyfamily.notts.sch.uk |
| School Website | www.holyfamily.notts.sch.uk |

SUMMARY JUDGEMENTS

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

OUTCOMES FOR PUPILS

1

THE PROVISION FOR CATHOLIC EDUCATION

1

LEADERS AND MANAGERS

1

OVERALL EFFECTIVENESS:

1

How effective the school is in providing Catholic Education.

The overall effectiveness judgement is based on all the evidence available.

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

OUTCOMES FOR PUPILS

How good outcomes are for pupils, taking into account variations between groups.

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| The extent to which pupils contribute to and benefit from the Catholic life of the school. | 1 |
| How well pupils achieve and enjoy their learning in Religious Education. | 2 |
| How well pupils respond to and participate in the schools' Collective Worship | 1 |

The pupils' spiritual, moral, social and cultural development is outstanding. Pupils are attentive and behave well. They demonstrate mutual respect for each other and contribute to the school and wider community by organising and leading Mass in school and the Parish, writing and participating in their own liturgies and taking an active role in fundraising for various charities.

Pupils enjoy religious education lessons especially those involving practical activities and when they can discuss their own ideas and opinions. Their books are well presented, evidencing a good coverage of the curriculum and showing a variety of activities with Scripture given due prominence.

Progress is good throughout the Key Stages and by the time they reach Year 6, pupils reach levels that at least match national expectations and are sometimes above. Pupils with special educational needs make good progress due to targeted support and appropriate activities. Pupils have very well developed oral skills – they listen carefully, answer well and ask questions with confidence. They particularly enjoy their lessons when they are challenged. They work well with learning partners and in paired and group discussion. Their behaviour in class is excellent. All pupils use a range of skills gained in other curriculum areas, such as art, role play and ICT, in order to progress. During the inspection a wide range of strategies and approaches were observed: making Easter gardens, Easter cards, hot cross buns made of playdough and raisins, role play of the Easter story through mime, drama and discussion; follow up to Stations of the Cross liturgy through colour and witness accounts of Jesus' final hours leading to his death on the cross.

A key stage 2 liturgy was observed, this was an outstanding example of an act of collective worship where the children's involvement, interest and reverence was wonderful to experience and reflect upon. In the classrooms there is evidence that the children are encouraged to think individually through prayer trees and private prayer books. The liturgical calendar provides the framework for classes to be actively involved in the preparation of Holy Mass, assemblies, penitential services and other liturgies throughout the year. Parents and parishioners comment on how well pupils respond to and participate in these celebrations.

PROVISION

How effective the provision is for Catholic Education

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| 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 is good overall with some outstanding features observed. Teachers plan thoroughly with clear learning intentions made explicit to pupils. Teachers encourage active pupil participation in a motivating and creative way. They use visual presentations, open questioning and talk partners well to motivate pupils with their work and develop confidence in their ideas. Pupils of all abilities make progress either by extra support given or by differentiated activities. Tasks consolidate and develop the pupils' thinking. All work was well marked with affirmative praise and comments. Teaching assistants are well deployed and well prepared. The positive relationships between teachers and the other adults working in the class are very strong and provide very good role models for pupils. All classes have prayer areas which are consistently good, relevant to the prayer life of the class and well used. Parents receive information of future religious education topics and how they could help with the learning at home.

Staff have high expectations for their pupils. They present well-planned learning experiences in a coherent, vibrant and innovative way that leads to enthusiastic and highly motivated pupils eager to learn. Pupils make good progress in gaining religious literacy throughout their time at the school and display a growing depth of thought. The very large majority of pupils achieve age appropriate levels of attainment and some achieve higher. The new "Come and See" programme is being used very effectively incorporating a wide range of other resources in a cross-curricular approach to teaching and learning. When teachers plan together, build on prior attainment and ensure consistency between classes then pupils' learning is greatly enhanced.

Religious education is being assessed with greater thoroughness with assessments being linked to national levels of attainment and progress recorded. Judgements are moderated well and criteria linking to levels are noted. Assessments inform teachers' planning. Through appropriate training and personal experience, teachers have a strong subject knowledge and adopt purposeful teaching strategies to inspire, motivate and challenge pupils. The school exceeds the 10% Religious Education allocation requirements for the Religious Education curriculum as required by the Bishops' Conference across the primary curriculum.

The provision for prayer and worship is outstanding and is instrumental in guiding the life of the school. Opportunities are provided through a varied programme of

Masses, assemblies, class liturgies and celebrations. They reflect the Liturgical Year and the religious education programme. The week long mission involving the Diocesan youth 'In Reality' team was particularly successful in fostering closer school/parish links in a shared, spiritually uplifting experience.

LEADERS AND MANAGERS

How effective the provision is for Catholic education

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| How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils. | 1 |
| How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils. | 1 |

Strong and effective leadership at all levels ensures that the school provides outstanding opportunities for pupils to grow spiritually, morally, academically and socially. The headteacher is an excellent leader. Her vision and determination to move the school forward is successfully shared with her deputy, senior leadership team, staff and governors. Together they ensure that the Catholic life of the school and its academic success continues to grow. The shared responsibility for leadership in Religious Education undertaken by three experienced practitioners and the Religious Education governor is a particular strength of the school. The strong Catholic identity is evident throughout the school and is celebrated through high quality displays, liturgies and assemblies.

The governing body know their school well. Governors effectively fulfil their role in relation to the school's Catholic foundation and because they monitor the curriculum, are involved in in the school self-assessment procedures and contribute to various committees, they have a very good understanding of the school's areas of strength and development. They offer excellent support and challenge in order to move the school forward. The chair of governors visits the school regularly and the influence of the parish priest and deacon is highly valued by all members of the school community. Their involvement helps to significantly strengthen the school and parish partnership.

Staff work closely together as a mutually supportive team. They know their pupils and their families well. Their high expectations and approach to behaviour management with an emphasis on self-discipline and respect results in exemplary pupil behaviour. Pupils themselves are polite, friendly and supportive of each other and the adults they meet. The care, guidance and support given to all pupils is excellent.

The partnership with parents is strong; they are kept well informed through regular communications and a helpful web site. Parents themselves have very positive attitudes towards the school and value the hard work and dedication of staff. Links

with the parishes are strong. The parish based First Holy Communion programme is coordinated by a key member of staff and the support given by the school is excellent.

This final section draws together all the evidence and judgements made in the preceding sections

OVERALL EFFECTIVENESS

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| How effective the school is in providing Catholic Education |
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Holy Family is an outstanding Catholic school. The extremely strong Catholic identity is present in the school's daily life. The headteacher provides excellent leadership. She is strongly supported by her deputy, senior leadership team, staff and governors who all share her determination for continuous improvement while at the same time maintaining the real sense of community within the school.

Prayer and worship have a very strong central role in the school's life. Relationships within the school are outstanding and reflect Christian respect and concern for others. The pupils' spiritual and moral development is outstanding and this is reflected in their good behaviour and positive attitudes. The pupils explained: "Everyone is friendly here; the teachers make lessons fun and interactive." "Religious Education can be harder than Literacy because you have to think so hard but we like to think hard – we like to be challenged." Parents say the school gives their children the best possible start in their lives in terms of morals, manners and respect for others: "The children feel special and so do the parents." "The school keeps Jesus at the heart of school life – the core."

Good progress is achieved by all pupils. Assessment procedures are developing well and are having a positive impact on attainment.

What the school needs to do to improve further

- Raise further the quality of teaching through the sharing of identified outstanding practice.
- Strengthen the effective practice in assessment still further by increasing teachers' confidence in using the levels of attainment so that pupils are accurately assessed and their progress tracked.
- Develop the spiritual experience of the school community through the prayer garden, retreats and closer parish links.