



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**Holy Family Catholic Primary  
School, Blackpool**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

**School:** Holy Family Catholic Primary School

**Address:** Seacrest Avenue  
Blackpool  
FY1 2SD

**Email Address:** admin@holyfamily.blackpool.sch.uk

**School URN:** 119600

**Headteacher:** Mrs Helen Moreton

**Chair of Governors:** Mr Ian Hunter

**Lead Inspector:** Mrs Jacqueline Hampson

**Team Inspector:** Mrs Anna Howarth

**Date of Inspection:** 8<sup>th</sup> November 2017

## INFORMATION ABOUT THE SCHOOL

Holy Family Catholic Primary School is an average sized primary school in Blackpool, in the Diocese of Lancaster. The school serves the parishes of Holy Family and Sacred Heart in Blackpool.

Two thirds of pupils are of White British heritage. There is a growing number of pupils who speak English as an additional language, mainly from Eastern European backgrounds.

A third of pupils are in receipt of Pupil Premium. The proportion of pupils with special educational needs is twice the national average.

PUPILS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total	%
Number on roll	30	31	30	29	31	30	28	209	-
Catholics on roll	21	28	20	23	23	22	24	161	77%
Other Christian denomination	2	2	10	5	8	8	4	39	19%
Other faith background	0	0	0	0	1	0	0	1	-
No religious affiliation	7	1	0	1	0	0	0	9	4%
No of learners from ethnic groups	10	12	10	7	8	4	11	62	30%
Total on SEN Register	5	9	7	5	8	9	5	48	23%
Total with Statements of SEN	0	0	0	0	0	0	0	0	-

Exclusions in last academic year	Permanent	0	Fixed term	3
Index of multiple deprivation				

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Holy Family	107
Sacred Heart	45

TEACHING TIME FOR RE	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)		2.75	2.75	2.75	2.75	2.75	2.75	16.5
% of teaching time		11%	11%	11%	11%	11%	11%	11%

TEACHING TIME FOR ENGLISH	Y	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)		6.75	6.5	6.5	6.5	6.5	7	39.75
% of teaching time		27%	26%	26%	26%	26%	28%	26.5%

TEACHING TIME FOR MATHS	Y	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)		4.5	5.5	5.5	5.75	5	4.75	31
% of teaching time		18%	22%	22%	23%	20%	19%	21%

<b>STAFFING</b>	
Full-time teachers	8
Part-time teachers	1
Total full-time equivalent (FTE)	8.6
Classroom Support assistants	13
Percentage of Catholic teachers FTE	58%
Number of teachers teaching RE	9
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	2
Chaplaincy staffing	0

<b>ORGANISATION</b>	
Published admission number	210
Number of classes	7
Average class size KS1	30
Average class size KS2	30

<b>EXPENDITURE (£)</b>	<b>Last financial year 2016-17</b>	<b>Current financial year 2017-18</b>	<b>Next financial year 2018-19 Estimate</b>
Total expenditure on teaching and learning resources	16 850	10 100	8000
RE Curriculum allowance from above	1850	900	900
English Curriculum allowance from above	1500	1000	800
Total CPD budget	7250	6110	4000
RE allocation for CPD	1000	900	850

<b>How the school has developed since the last inspection</b>
<p>At the last inspection all aspects were judged outstanding. Since then, the experienced headteacher has continued to drive improvements so that standards in curriculum RE remain high.</p> <p>The school has successfully addressed all priorities for improvement from the last inspection. More able pupils are now challenged effectively in RE lessons. A planned programme of events, including visits to places of worship, ensure children are developing an understanding of the faiths and backgrounds of other communities.</p> <p>The headteacher, who is currently the RE subject leader, is mentoring another member of staff to take on this role in the new year. A programme of training has been put in place to enable a smooth transition.</p> <p>The school engages well with the Diocesan Education Service and with their family of Catholic schools.</p> <p>There is excellent capacity for improvement.</p>

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

1

### CATHOLIC LIFE

1

### RELIGIOUS EDUCATION

1

### KEY FINDINGS

Holy Family is an outstanding Catholic school, where the dedication and drive of the headteacher, staff and governors leads to continuous improvement and excellent outcomes for all pupils.

From the moment visitors enter school, the Catholic identity of the school is very strong. The new entrance has been carefully designed to ensure that Gospel values and the mission statement of the school greet every visitor.

Pupils have extremely positive attitudes to learning, enjoy coming to school and are very proud of it. They benefit greatly from the opportunity to contribute to many aspects of the Catholic Life of the school. For example, inspired by the command to love one another, the school council actively raises funds for many charities, both local and national. These charities are chosen by the children, who benefit from seeing the impact their efforts have on the lives of others. Pupil participation in, and leadership of, the prayer and liturgical life of the school is excellent.

The headteacher and governors ensure there is a clear, shared vision, understood by all. The mission statement, 'In all things love' is displayed on all correspondence and on the covers of pupil workbooks, as well as displays around school. Staff, governors and children all speak of the sense of belonging and family in this faith community. Governors and school leaders are totally committed to the Church's mission in education. This is at the heart of the success of the school in promoting the fullness of life in Christ for all members of the school community.

Christ is at the centre of the school community. Due to the commitment and drive of the headteacher and governing body, there is good engagement with the Diocesan Education Service. As a result, staff receive support and training for their roles in school. This has resulted in good subject knowledge and confidence in teaching curriculum RE.

Outcomes for pupils are excellent in curriculum RE, with no significant variation between any major groups. All pupils make excellent progress from low starting points and attainment is high. Pupils talk with confidence about their RE lessons and can reflect on their learning.

The headteacher, RE subject leader and governors closely monitor pupil progress in RE. Any underperformance is quickly challenged by governors, who then hold school leaders to account for the impact of interventions. Leaders work alongside teachers to set end of year targets for attainment in RE.

Teaching, which is at least good and is often outstanding, is effective in enthusing pupils and ensuring that they learn extremely well. Teachers focus their planning on meeting the needs of all pupils and on raising standards. Marking is high quality and helps pupils understand in detail how to improve their work.

### **WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER**

To improve further the school needs to:

- Continue to develop the higher order skills which enable pupils to ask deep questions and gain the higher levels in curriculum RE.
- Continue to embed the programmes of study for Human Relationships and Sex Education (HRSE) into the RE planning.

## PART A: CATHOLIC LIFE

### THE CATHOLIC LIFE OF THE SCHOOL

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- 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

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The Catholic Life of the school is outstanding. Inspection confirms that the pupils benefit profoundly from the Catholic character of the school and that they contribute greatly to it.

Through the class and school councils, pupils are able to evaluate and contribute effectively to the Catholic Life of the school. They regularly lead and take responsibility for shaping activities with a religious character, for example when leading prayer and preparing for Mass, and they respond exceptionally well to these opportunities. Children spoke with passion and enthusiasm for the school, clearly feeling they were part of a true faith community where they were valued as individuals, saying they 'never give up and believe in each other'.

Beautifully prepared prayer spaces are a reminder for children of the liturgical year and a support when planning acts of worship. As a result pupils show a good understanding of the liturgical year. They understand the importance of key celebrations throughout the liturgical year and share this with the parish and school community where appropriate.

During inspection in Key Stage One, pupils responded immediately to a 'call to prayer' and gathered in a circle on the carpet space, ready for class worship. They listened carefully to scripture and sang joyfully about Jesus' love for us all. They joined in well with the reflection time, closing their eyes and praying quietly.

During inspection, pupils in Key Stage Two planned and led an act of worship for the whole of Key Stage Two and Year 2 on the theme of being humble, using the *Wednesday Word* as input. Children and staff entered the worship in a reverent manner, which continued for the duration. The children leading the liturgy did so with knowledge, understanding and a sense of pride of in their school, together with a deep faith commitment. All children were invited to take an active role and were positive contributors; confident, respectful and with a good understanding. A clear commitment to and dedication to inspiring worship, faith and prayer was clearly evident and demonstrated by all.

The school judges that the leadership and management of the Catholic Life of the school are outstanding and inspection confirms this judgement.

The governors ensure the Catholic mission of the school is at the heart of all school life. The promotion of Catholic values and principles by leaders and managers is outstanding. The recent focus on 'Vision and Mission' at governing

body meetings has ensured that Gospel values underpin all work of the governing body and guide them in appointing staff, evaluating the work of the school and ensuring the best possible outcomes for children. For example, one governor spoke of gospel values permeating all aspects of the curriculum, where children are encouraged to recognise and use their gift from God, whatever that may be.

Governors are involved in the day to day life of the school, regularly joining staff and pupils for visits to places of worship, the celebration of Mass and other liturgies. Recently, they joined parishioners in school to pray the Rosary with children and staff.

The headteacher's passion for this Catholic community inspires all those who work in school, so that Christ is present in every personal interaction. Working with the parish priest and governors she ensures an authentic, vibrant experience of belonging to a faith community for pupils and staff. One governor observed, 'Our school is aptly named – we are indeed a family.'

Parents are overwhelmingly supportive of the school. One parent wrote, 'all staff lead by example: love, tolerance, kindness and generosity are strong themes throughout the school.' Another commented that the mission statement 'is evident in all that my son learns.'

The quality of provision for the Catholic Life of the school is outstanding.

The governors are committed to ensuring all staff are skilled, knowledgeable and confident members of the school community. Currently half the teaching staff have gained, or are studying for the Catholic Certificate in Religious Studies (CCRS). Good use is made of training and support from the Diocesan Education Service.

The inclusion of a learning mentor on the staff has proved an invaluable role in supporting vulnerable children of the school. The care and respect shown for the families of these children is excellent. As a result, these families now engage well in activities in school, in the parish and in the wider community, including participating in the Catholic Life of the school.

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. They recognise that each of them has a call to Jesus, to do kind and charitable works, helping those in need.

Leaders have developed many partnerships which make a positive contribution to the Catholic Life of the school and broaden children's experiences. For example, staff and children raised funds for another Diocesan school which had been flooded. A follow-up visit to the school included pupils from the cluster primary schools and contributed to a sense of faith in action for all involved. Additionally, other events with the cluster schools, including joint Advent/Lent liturgies, make a positive contribution to the Catholic Life of the school.



## PART B: RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- 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

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Inspection confirms the school's judgement that the extent to which pupils enjoy and achieve in Religious Education is outstanding.

Pupils enjoy RE and have extremely positive attitudes towards their learning. They are enthusiastic and remain on task when working independently. During inspection pupils spoke of their enjoyment of learning about the Catholic faith and the religious beliefs of others. They spoke with enthusiasm about visiting places of worship such as a Hindu temple and a mosque.

The school's tracking data shows that, over the last three years standards of attainment in RE are high across the school. Children generally enter the school with low starting points in curriculum RE. Throughout the Early Years, teachers use the baseline data to carefully track the progress of all pupils and set ambitious targets. As a result, by the end of Reception, the vast majority of children make very good progress.

Careful monitoring of pupil progress continues in Key Stages One and Two. By the end of Key Stage Two, the vast majority of pupils, including boys and girls, Catholics and those other than Catholic, and children with special educational needs and/or disabilities (SEND), make at least two levels progress and approximately one fifth make three levels progress. Attainment at the end of Key Stage Two is high, with almost all pupils achieving level 4 and a fifth achieving level 5.

Monitoring and evaluation procedures of RE are very good. Leaders have successfully ensured that effective monitoring, assessment and tracking systems are in place and are having a positive impact on pupils' learning, progress and standards. Governors are highly effective in holding leaders to account. They scrutinise data, look through pupil workbooks and check the impact of interventions. They compare progress rates in RE to those in reading, writing and maths. Leaders, including governors, have completed the HRSE audit. They are now monitoring how the curriculum is being taught.

Staff receive very good support from the headteacher and new RE subject leader in the delivery, resourcing and assessment of curriculum RE. There is a portfolio of moderated work which shows the school has engaged well for many years in the Diocesan external moderation. The levels for all pieces of work taken to Diocesan

moderation have been agreed by colleagues, including at the higher levels.

The quality of provision in Religious Education is outstanding. Planning for RE is excellent and fully builds on prior learning and attainment. Teachers start with the Religious Education Curriculum Directory (RECD) and seek to provide children with first hand activities and memorable learning experiences. Attainment targets and levels are clearly marked on planning sheets and teachers regularly plan for two or three levels of attainment. The most recent attainment data is also attached to planning, so that teachers can fully meet the needs of all pupils.

During the lesson observed in Reception based on the theme of families, children fully engaged throughout; responding well to the use of a simple story using a puppet and being able to respond to who they were and why they were unique individuals whilst being part of the same family of God at Holy Family. Activities following the main teaching input were well prepared and had clear links. Children responded very positively to these, being able to talk about their learning, with staff working with them positively. Staff ensured challenge through individual questioning, praising children and celebrating their knowledge and achievements throughout.

In a lesson observed in upper Key Stage Two, pupils demonstrated a good sense of justice and spoke confidently about aspects of injustice in the world.

Excellent subject knowledge enabled the teacher to confidently model responses, which included reference to scripture. All pupils remained on task throughout and were encouraged to challenge themselves at a higher level.

The teacher worked on a higher level activity with a group of pupils and enabled them to begin to develop higher order skills.

Marking is exemplary and ensures that pupils know how well they have done as well as what they need to do to improve further. Children spoke with pride and enthusiasm about their work. They were able to talk with confidence about pieces of work they were most proud of and why. Marking demonstrated 'next steps' using probing questions to elicit further understanding and explanation from pupils. Children evidently took pride in the presentation of their work and held it in high regard. A wide range of work was presented using creativity and with cross curricular links, for example, children in Year 4 used computing and film animation to tell the story of Jonah and the Whale; photos showed groups of children acting out scripture. Work in RE was also used for writing moderation.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>1</b>
<b>Capacity for sustained improvement</b>	<b>1</b>
<b>Catholic Life</b>	<b>1</b>
<ul style="list-style-type: none"> <li>The extent to which pupils contribute to and benefit from the Catholic Life of the school.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision for the Catholic Life of the school.</li> </ul>	<b>1</b>
<b>Religious Education</b>	<b>1</b>
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>1</b>

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Religious Education</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>