



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**Holy Family Catholic Primary School  
Ingol , Preston**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

**School:**

**Holy Family Catholic Primary School**

**Address:**

**57 Whitby Avenue  
Ingol  
Preston  
PR2 3YP**

**Telephone Number:**

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**School URN:**

**06013**

**Headteacher:**

**Mrs Janet Westray**

**Chair of Governors:**

**Mrs Stephanie Dixon**

**Lead Inspector:**

**Mrs Adrienne Delaney**

**Team Inspector:**

**Mrs Nerissa Nicholas**

**Date of Inspection:**

**8<sup>th</sup> June 2018**

## INFORMATION ABOUT THE SCHOOL

Holy Family is a Catholic voluntary aided primary school in the Diocese of Lancaster. It is a below average-sized primary school situated in very generous grounds and surrounded by a large housing estate. It has gone through a number of changes since the last inspection, including the appointment of a new headteacher, deputy and new staff. It has a high percentage of SEND compared to national figures and has high inward and outward mobility.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	25	19	23	24	25	24	16	156
Catholics on roll	17	10	13	19	17	17	6	99
Other Christian denomination	8	8	10	4	8	7	8	53
Other faith background	0	1	0	0	0	0	1	2
No religious affiliation	0	0	0	0	0	0	0	0
No of learners from ethnic groups	0	7	3	1	3	6	5	25
Total on SEN Register	3	0	1	2	4	3	4	17
Total with EHC Plans			1					

Exclusions in last academic year	Permanent		Fixed term	1
Index of multiple deprivation	E			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Holy Family	99

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)		2.5	2.5	2.5	2.5	2.5	2.5	17.5
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	6	6	7	7	7	7	45
% of teaching time	20	24	24	28	28	28	28	

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	6	6	7	7	7	7	45
% of teaching time	20	24	24	28	28	28	28	

<b>STAFFING</b>	
Full-time teachers	9
Part-time teachers	1
Total full-time equivalent (FTE)	9
Classroom Support assistants	12
Number of Catholic teachers FTE	75%
Number of teachers teaching RE	100%
Number of teachers with CCRS or equivalent	5
Number of teachers currently undertaking CCRS	5
Catholic leadership programme	1

<b>ORGANISATION</b>	
Published admission number	25
Number of classes	7
Average class size KS1	22
Average class size KS2	22

<b>EXPENDITURE (£)</b>	<b>Last financial year 2016-17</b>	<b>Current financial year 2017-18</b>	<b>Next financial year 2018-19</b>
Total expenditure on teaching and learning resources	42 600	£ 59 166	£ 57 210
RE Curriculum allowance from above		1 370	2 375
English Curriculum allowance from above		2 000	2 000
Total CPD budget	8 600	8 410	4 550
RE allocation for CPD	800	1 000	1 000

<b>How the school has developed since the last inspection</b>
<p>The school was previously inspected under Section 48 in 2013. Since the last inspection the school has undergone a period of instability. In late 2016 a new headteacher was appointed and new staff joined the team. The new head has worked hard to build strong parish links and to effect positive improvements in the Catholic Life and curriculum RE at Holy Family. All aspects for improvement since the last inspection have been addressed and have had a sustained and positive impact on raising standards. A now embedded baseline assessment and detailed tracking system across the school are in place and as a result governors are highly effective in challenging and supporting the monitoring of attainment and progress across curriculum RE. Improvements are consistently identified and acted upon through rigorous marking, monitoring and assessment.</p> <p>The school has an outstanding capacity to sustain this continuous improvement. The dedication of the governors together with the commitment of the leadership team and all staff, demonstrate this capacity.</p>

## INSPECTION JUDGEMENTS

**OVERALL EFFECTIVENESS**

**2**

**CATHOLIC LIFE**

**1**

**RELIGIOUS EDUCATION**

**2**

### **OVERALL EFFECTIVENESS**

Holy Family is a good and rapidly improving Catholic school. It radiates an openness and great optimism for the future. It is a very welcoming and inclusive learning environment where the school's mission statement and the intention to 'follow in Jesus' footsteps' is articulated readily by pupils from nursery up to Year 6. Governors justifiably speak with great knowledge and pride about their school and show a deep commitment to driving up standards in RE and maintaining the outstanding Catholic Life of the school. There is a deep commitment by all governors, leadership and staff to the continued development of the school. Pupils enjoy attending Holy Family and they have positive attitudes to learning. On the day of inspection one Year 4 pupil described her school as a place where 'we are all cared for because we are precious in God's eyes'. This was affirmed by other pupils, who could talk of how they live out the school's mission statement. Pupils deepen the knowledge of their faith throughout their time in school and gain a firm understanding of Catholic practice. The Religious Education governor regularly visits the school, supporting staff and pupils alike, offering sound advice and constructive challenge. The now established leadership has ensured that recommendations since the last inspection have been addressed successfully. The headteacher shares the subject leadership with an experienced teacher and they work well together to ensure that the Catholic Life of the school is outstanding and that standards in RE are good and being continually evaluated and driven upwards. Over the last two years there has been a significant improvement in all areas. The cohesion of the recently formed team is palpable and is driving improvement at an impressive rate.

The Catholic Life of the school is outstanding and the commitment from the head, the governors, staff and parish clergy and laity to support pupils in their prayer life and to grow in faith is a priority. Staff set good examples, support each other, are proud of their school and work well together. They value the support and opportunities that they have to deepen their own religious knowledge and their own spirituality. The Parish Priest is a regular and welcome visitor to the school, actively fulfilling his role, both spiritually and pastorally. The spiritual, moral, social and cultural development of pupils is outstanding and has an impact on everyday life at Holy Family. This can be seen through pupils' responses to each other and to their understanding of the notion of the common good. The pupils actively and willingly become involved in a variety of activities supporting their own and the wider community. They have raised funds for CAFOD and have their

own CAFOD group. They also raise funds for other local and global charities. They work with local schools to support and fundraise for the homeless and other identified charitable needs. This aids pupils' understanding of the spreading of God's Word and demonstrates their understanding of the words in the school's mission statement 'With Christ at the centre we love one another and always try our best.'

Parents appreciate their school and welcome opportunities to participate in school life, such as the family liturgies and Masses. Gospel values permeate school life and pupils are helped to grow in faith. The quality of Prayer and Liturgy are outstanding; pupils act with reverence and join in prayers confidently. Prayer and Liturgies observed in Nursery, Foundation Stage, Key Stage 1 and Key Stage 2 demonstrate the deep commitment that staff have to enriching pupils' prayer life. Pupils interviewed on the day of inspection talked of their appreciation of their prayer life throughout their time at Holy Family. They make full use of resources available to them and can talk about the opportunities offered.

The quality of curriculum RE is good and is rapidly improving. Pupils are provided with a good range of learning opportunities to deepen their faith, to understand Catholic traditions and practices, and to make progress in their learning. Pupils enjoy RE lessons. The pupils spoken to on the day of inspection demonstrated good scriptural knowledge. All books scrutinised on the day confirmed that good understanding was present and that next step marking was aiding pupil progress. Clear action plans are in place to continue to raise attainment and progress. The monitoring and assessment of all strands of AT1 and AT2 is having a positive effect on the evaluation and the provision of curriculum RE.

Teachers' subject knowledge is good and has a positive impact on the delivery of curriculum RE. Teachers are well supported in terms of professional development. The curriculum meets the needs of all learners in line with diocesan and national recommendations.

Governors and leaders take full account of the '*Fit for Mission? Schools*' guidance. The recent HRSE recommendations are being acted upon and the policy is in place.

The school's capacity to maintain improving standards is outstanding.

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

To improve further the school needs to:

- Improve outcomes for all pupils by continuing to improve and refine the tracking system so that target setting is fully embedded.
- Celebrate successes by continuing to monitor curriculum content and devise a tailored curriculum that meets the needs of the pupils and incorporates the diocesan curriculum wheel and uses other resources.

## 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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Evidence on the day of inspection found that the Catholic Life of the school is outstanding.

All governors, leaders, teachers and support staff at Holy Family are wholly committed to supporting the Catholic ethos of the school and its mission and this culture is embedded in the life of the school family. It is an optimistic and forward looking school with a palpable Catholic ethos.

The pupils' knowledge and understanding of the Catholic Life of school is greatly enhanced by their participation in and contribution to all aspects of school life. Pupils are proud to belong to Holy Family Catholic School and to be part of the school and parish. From the Nursery Stage onwards pupils develop their ability to share their own faith through whole class Prayer and Liturgy. During the inspection, the nursery teacher guided preschool pupils in prayer, reflection and song. They could recognise a crucifix, knew the pope's name and recognised the rosary and knew the 'Hail Mary'. Such early practice is embedding confidence in pupils' preparation and delivery of the prayer and liturgy. Prayer and Liturgy observed throughout the Key Stages were consistently outstanding.

Pupils understand that their Catholic faith is different from other faiths and that they share this distinctiveness with other Catholic schools. Activities that have enabled this understanding are the celebration of family Masses, Masses with the parish, fundraising with the parish and collecting money for CAFOD. All these activities are visible demonstrations of pupils' understanding of their mission statement that they 'look after each other by showing respect and understanding'.

On the day of inspection, a Year 4 pupil said 'We are all unique in the eyes of Jesus'. This articulation of ethos encourages best behaviour and focused learning. Catholic principles and values underpin behaviour and relationship resulting in a strong, shared vision for the Catholic Life of the school.

The Parish Priest, deacon, lay helpers in school, governors, school leaders, teachers and support staff are fully committed to fulfilling their role in ensuring outstanding provision for the Catholic Life of the school. They have high expectations and are working together with commendable commitment in order to implement the Catholic philosophy of education.

An example of this is the religious artwork and written work displayed in all areas of the school. There is a prayer and reflection room named the Sanctuary Room, which is a place of prayer for all in school. The school's intention to become a School of Sanctuary is a demonstration of the understanding of scriptural knowledge and of a deep appreciation of the Catholic faith. The head teacher provides a clear direction for the Catholic Life of the school, which is given the highest priority, along with the spiritual and moral development of pupils. Her deputy and all staff have a strong vision for the school, which is articulated through their actions.

The Governors, leaders and managers are fully committed to partnerships with the diocesan family of parishes and schools. The school has good links with the primary and secondary schools in the local Catholic cluster.

The quality of provision for the Catholic Life of the school is outstanding. Holy Family is a welcoming, inclusive, friendly community with a strong family ethos where everyone is valued and pupils and staff work well together and flourish. Governors, managers and staff have high expectations and a shared vision with regard to the Catholic Mission and ethos.

The school is a prayerful community that provides a stimulating learning environment to reflect the school's mission and Catholic character. Staff and governors work hard to develop and enhance the school for the benefit of everyone at Holy Family. Staff INSET has ensured Continuous Professional Development (CPD) in RE and staff subject knowledge has been strengthened through training offered.



## 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

2
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Inspection confirms the school's judgement that the extent to which pupils enjoy and achieve in Religious Education is good.

The majority of pupils enjoy RE, They speak confidently about their RE lessons and have a positive attitude to learning. On the day of inspection one Year 4 pupil said: 'The more we learn in RE lessons, the closer we get to God'. On entry to Foundation Stage the baseline assessment shows that most pupils have very little understanding of the Catholic Faith or of its traditions. This will not be so for the pupils that attend nursery, as the present teacher is embedding a very rich Catholic curriculum. The majority of pupils make good progress throughout the Key Stages. Through active participation in prayer and liturgies, together with good coverage, pupils show a good knowledge and understanding of the Catholic faith. During the inspection the pupils were observed discussing the early Christian community and how they believed in God and each other. Pupils are aware of the demands of religious commitment in everyday life. The vast majority of pupils make sustained progress in RE from a low baseline when they join Holy Family in Foundation Stage. They develop and apply a range of skills throughout nursery, Foundation Stage and Key Stage 1 including independence and imagination. Year 1 children were observed acting out the story of Jesus calming the storm with great enthusiasm and creativity. The children were all fully engaged; they could talk about how the disciples felt and were beginning to ask and answer questions related to the story. This is built upon in Key Stage 2 where pupils reflect upon their own religious knowledge, for example Year 4 could consider art and then discuss the Communion of Saints and reflect on the Apostles Creed. In the Year 6 class, pupils showed confidence and depth of thought in asking some challenging questions related to discipleship to which the class teacher was able to respond with excellent subject knowledge, helping to deepen pupils' understanding. They are able to reflect on the notion of justice and the common good and pupils interviewed could articulate the scriptural sources that influence and enable their actions. Good quality teaching enables all learners to articulate their understanding to a high standard.

The RE curriculum meets all the requirements of the Bishops' Conference and is informed by the Curriculum Directory and the Diocesan document '*Fit for Mission? Schools*'. RE is at the centre of the school's curriculum and is given priority in the improvement planning where targets are beginning to be identified. This practice needs to be further developed so that individual and school targets in curriculum RE are identified and prioritised. Since the last inspection improvements in curriculum

RE have been prioritised. This is largely due to the excellent practice of the head teacher, deputy and subject leader who ensure that pupils continue to make progress in their religious literacy.

Teaching in RE is good. Subject knowledge is good and as a result pupil outcomes are good. Support staff are deployed effectively to assist pupils with additional needs. Next step marking is beginning to be embedded across the school and work displayed around the school and in all exercise books is of a good standard.

Since late 2016 the school has begun to implement a rigorous system of monitoring. This includes the monitoring of lesson plans, book scrutiny, informal and formal observation of lessons and conversations with pupils. This practice, together with pastoral and behaviour support, has made a significant impact on the continuous improvement in the teaching and learning in RE.

Teachers' planning is based on diocesan advice. It uses primarily the Way the Truth and The Light and supplements this with resources from Come and See to enhance pupils' learning. However the curriculum now needs to be further enriched by using a more cohesive curriculum plan so that coverage of, for example world faiths, is consistent throughout the Key Stages. Teachers' own subject knowledge enables them to make outcomes for pupils good. Governors are informed of the curriculum through reports at meetings and regular visits to school.

Pupils' progress in RE in each of the attainment targets, (knowledge and understanding of religion and an ability to reflect on meaning), is good and is reported to parents in reports alongside other core curriculum subjects. Communication with parents is good. The school sends home regular newsletters and the website class areas are regularly updated. A termly overview of RE matters and the school's open door policy enable parents to discuss RE matters with school staff.

Pupil attainment and progress in RE is good and improving and is in line with standards in English and maths. Since the head was appointed in 2016 the subject leaders have facilitated training for all staff and modelled excellent practice to ensure that standards in teaching RE have rapidly risen. Analysis of the progress of all groups of learners has enabled staff to identify areas for improvement. Target setting now needs to be further refined and the leaders are well aware of the future needs of the school. They are aspirational and have the capacity and enthusiasm to drive up standards further. Pupils have the utmost respect for each other and can discuss their own faith and on the day of inspection some could speak about other faith beliefs and practices. The teaching of other monotheistic faiths now needs to be fully and systematically incorporated into the curriculum. Good quality teaching and effective learning are present in RE lessons. Pupils enjoy RE because teachers make their lessons interesting and relevant.

The quality of provision for RE is good and all governors, leaders, teachers and staff are united in their determination to keep RE improvement at the forefront of their plans. INSET opportunities to reflect on the teaching of RE and the Catholic Life of the school has contributed to good subject knowledge and confidence in teaching

RE. They inspire pupils and make sure that they make good progress as independent and collaborative learners. Resources are used effectively, together with the support provided by other adults, to optimise learning; consequently pupils are motivated and enjoy their work.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>2</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>2</b>
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>2</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>2</b>	<b>2</b>	<b>2</b>	<b>2</b>