

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- Holy Family is a larger than average sized Catholic Primary School 'Serving the Community' in Halewood in Knowsley. It is one of three local schools which serve the parish of St. John Vianney.
- There are 280 children on roll (+ 24 Nursery) of whom 229 are baptised Catholic, 49 come from other Christian denominations, and 2 from other faith or religious traditions.
- There are 14 teachers of whom 13 teach Religious Education. Eleven teachers are Catholic. Thirteen teachers have a suitable qualification in Religious Education.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Overall effectiveness:

Holy Family Primary School is outstanding in providing Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic life of the school.

- Pupils are outstanding in the way in which they contribute to and benefit from the Catholic life at Holy Family.
- There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the school's Mission Statement 'With Christ at the centre, we live, love and learn together, reaching out to all.'
- Pupils have an excellent sense of belonging to the school. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of this most inclusive school community and live out their motto as 'Together, with Jesus, we can do it!'
- Pupils are encouraged to take on roles of responsibility from their earliest years by becoming councillors, buddies to younger pupils and prefects. The councillors talked extremely positively about the work they do in the school, ably supported by the learning mentor, they have forged links with the local Member of Parliament.
- In the wider community pupils act as ambassadors of the school during off site visits i.e. on visiting Blessed Dominic's Shrine, residential visits and singing in the local community and with the Royal Liverpool Philharmonic Orchestra.
- Pupils are actively involved in developing the Catholic character of the school by the work they undertake in fundraising for numerous charities and outreach to the local and wider community e.g. CAFOD, Nugent Care, MacMillan Cancer, Help for Heroes and the Salvation Army to name but a few.
- Pupils benefit from participation in annual residential outdoor activities. Year 6 pupils have an opportunity to visit the PGL Activity Centre at Boreatton Park in Shropshire.
- Pupils have an excellent sense of right and wrong. Education for personal relationships has fostered positive attitudes in pupils and both circle time and SEAL materials are used effectively to aid this.
- Pupils benefit from an extremely caring and supportive environment and the learning mentor is highly effective in supporting pupils to develop their self esteem and belief in themselves.
- Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each other's achievements at their weekly assemblies where pupils nominate and receive 'kindness awards'.
- The school benefits from the work of the learning mentor who has been instrumental in working with staff, pupils and their families in the community to ensure that they are totally integrated into all aspects of school life. She also works to ensure smooth transition at the end of Year 6 to the high school.
- They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in school and in the parish.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They are reflective and enquiring. One of the youngest children commented 'Jesus is our special light' in reference to the Mission Statement.

- The learning environment is vibrant and stimulating and enriches pupil's sensory experiences particularly in regard to the Mission Statement which is loved, lived and owned by everyone in the school community.
- Pupils are involved in service to the local Faith and religious communities by becoming altar servers taking part in parish liturgies and choral events, the immediate neighbourhood served by the school through support of the parish project collecting for the food bank and outreach in the wider community through fundraising for numerous causes.

How well pupils' achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment in Religious Education is good.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- The school has embraced the Come and See programme and the needs of all the pupils are being met. The range of activities provided for the pupils are very effective in engaging and enthusing pupils from their earliest years.
- Pupils' attainment in Religious Education is good. They make good progress in relation to their starting points and capabilities.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are very good and their support is effective.
- Assessments undertaken to date and scrutiny of workbooks provides evidence of pupils generally attaining a good level for their age and stage of development. However, the school is not tracking pupil's attainment and this needs to be actioned as soon as possible to ensure that progress and any gaps in learning can be identified and addressed.
- Pupils are becoming increasingly more religiously literate as they become familiar with key words from the topics and driver words which are used in some lessons to raise achievement although this is not always explicit in planning. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils have developed an enthusiasm for tackling activities which is a result of teacher's high expectations of them. This was especially evident in Year 6 where pupils explored what nourishes friendship and what spoils it. The fun and enjoyment shown by the children was palpable as they batted balloons around the classroom. However, this did not detract from the learning and the end results were testament to their shared understanding.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest and exemplary behaviour. This is a real strength of the school.
- Pupils work extremely well independently, in pairs and collaboratively in small groups.

How well pupils' respond to and participate in Collective Worship

- Pupils are outstanding in responding to and participating in Collective Worship.
- Pupils act with reverence and are keen to participate in a variety of gatherings.
- The school is particularly sensitive to the needs of all those present throughout Collective Worship and pupils act with great integrity when praying together.
- Pupils are becoming familiar with a variety of prayer styles and their knowledge of liturgy is increasing.

- Pupils sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- The school has begun to use materials provided by the Archdiocese.
- Pupils are involved in planning, preparing and leading Worship but the school has recognised that this needs to be developed further to enable all pupils from the earliest years to take a more active role within this.
- The oldest pupils were very familiar with the four stage process when planning Collective Worship and could explain why Scripture was very important as it was 'God's words and Jesus' message to us'.
- Devotional areas around school are lovingly maintained and each classroom has its own focus area. Children were keen to talk about their response to leading Collective Worship and in providing artefacts from home to support it.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning is outstanding in ensuring that pupils are interested, engaged and make progress. On the day of Inspection there was no teaching which was less than outstanding.
- Teacher's creative planning is effective in meeting the needs of the pupils. However, there is a distinct lack of the use of Driver Words when planning activities for identified groups of pupils. This is something which can be easily addressed to support differentiation by outcome.
- Teachers display very good subject knowledge and deploy a range of teaching styles. Pupils are challenged and inspired which enriches their enjoyment of Religious Education.
- Teachers take into account pupils' prior learning when planning Religious Education lessons.
- Good use is made of time and resources e.g. interactive white board, God's and Church's Story, audio and visual media etc. The school is highly effective in deploying teaching assistants to enhance lessons for those children which require additional support.
- On the day of Inspection there was no evidence of any Information Technology being used by the pupils.
- Pupils are very positively affirmed throughout their lessons. There was evidence of high quality marking which informs pupils of their progress but this could be improved further, in some classes, by adding in next steps. Effort and achievement are celebrated.
- The school has implemented assessment strategies which provide information on the achievement of all pupils but this information on pupil's progress is not formally recorded. Therefore tracking of pupils' work in Religious Education has not been maintained over a sustained period of time and this needs urgent attention.
- To aid the process of accuracy when levelling pieces of work more regular moderation needs to take place. The school has already identified setting up a cluster group with other neighbouring schools will help to improve this.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The Religious Education curriculum is outstanding in promoting pupils' learning. Staff and governors see Religious Education as the core subject and at the very heart of the curriculum.

- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Termly newsletters are provided for parents and carers. The Wednesday Word is provided to the families undertaking the With You Always programme.
- The school implements new curriculum developments as appropriate. Come and See engendered in pupils a real sense of engagement and enjoyment.
- Enrichment activities such as cross country running, football, netball, chess, French and multi-skills etc. have a positive impact on the curriculum.
- The children attend a breakfast club run by Cherry Tree Children's Centre.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- The school shows a great awareness of pupils' individual needs and the curriculum is customised to meet them.
- Children have explored the beliefs and values of another faith and religions including Judaism, Islam and Hinduism. The children have benefitted from visitors e.g. Priti Mistry a Hindu and from Eric Cohen, a Jew as part of their topic work. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school.

- The Collective Worship provided by the school is outstanding in reflecting the Catholic character of the school and takes into account the variety of Faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the Spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Pupils are enabled to pray formally and informally using a variety of prayer methods and styles.
- Teachers have begun to provide the necessary resources and opportunities to help children to develop the skills necessary to plan, prepare and lead Collective Worship but this needs developing further.
- Opportunities are provided for parents, carers, the local and wider Faith communities to participate in a variety of celebrations of the 'Come and See' programme. Both the parish priest and sisters visit the school. The priest presides at celebrations of Mass throughout the Church's liturgical year. The parish sisters provide spiritual and pastoral support.

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.

- Leaders, governors and managers are outstanding in promoting and developing the Catholic life of the school. The Headteacher is deeply committed to the Church's Mission in education. Together with the senior leadership team she is energised by the task and is a source of inspiration for the whole school community.

- This is reflected in the Mission Statement outlining Holy Family as a place where 'With Christ at the centre, we live, love and learn together, reaching out to all'. A sentiment which is testament by the way in which it truly 'Serves the Community'.
- All those who form part of the school community were involved in the development of the Mission Statement. Its aims and practical objectives direct and guide all aspects of school life and are a useful tool by which the school evaluates its effectiveness.
- Excellent opportunities are provided for the staff and pupils to play an active part in the Catholic Life and Mission of the school through prayer, charitable outreach and raising awareness of those in need.
- The Self Evaluation Document provides evidence of the schools rigorous monitoring, analysis and self challenge.
- It is a comprehensive document and since the last inspection the school has made significant progress in continuing to develop the areas it identified as key priorities.
- The school provides good Newly Qualified Teacher induction and in-service training to enable staff to further understand the Church's Mission in Education and plays their unique part in it.
- A range of opportunities for Spiritual and Moral developments are provided for all staff and pupils including Collective Worship, Archdiocesan led Spirituality retreats and opportunities to join in 'Come and See for Yourself' at the beginning and 'Rejoice' celebrations at the end of each new topic.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- There are positive relationships at every level leading to a welcoming, happy and caring learning environment for staff and pupils and their families.
- Governors are well informed and discharge their responsibilities in an appropriate manner. They have effectively helped to shape the direction of the school. They are committed wholeheartedly to the Catholic Life of the school and are actively involved in its monitoring and evaluation processes.
- The school supports the parish 'With You Always' family catechesis sessions.

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

- The way in which leaders, governors and managers promote, monitor and evaluate the provision for Religious Education is good.
- The Self Evaluation Document is a coherent reflection of monitoring and self challenge. However in regards to Standards, the searching analysis of data needs to be quickly adopted and developed to ensure the school is providing a firm basis for accurate diagnosis of the schools strengths and areas for development.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary.
- Continuing professional development opportunities are provided for all staff including attendance at Archdiocesan In-service days and subject leader days.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The school does not regularly track pupil progress in Religious Education to ensure that key areas for development are tackled systematically. This needs implementing as soon as possible to enable strengths and areas for development to be identified.
- The subject leader is excellent in guiding Religious Education she is enthusiastic and shows a real commitment to the role. The staff are united in support of the role that she plays in developing and leading the subject.

- Excellent documentation guides and directs all staff in the delivery of the subject and new initiatives are introduced when appropriate. She has led the implementation of Come and See and has updated all the subsequent documentation and policies in light of the changes.

What does the school needs to do to improve further?

- Further develop the work being done in assessment, monitoring and tracking of pupils progress by:
 - Implementing a tracking system which enables the data received from pupils assessments to be interrogated to bring about improvements in progress and learning of individuals, groups and whole cohorts.
- Improve the quality of provision and outcomes for Collective Worship by:
 - enabling all pupils to plan, prepare and lead Collective Worship from the earliest years.
- Raise the standards of attainment in Religious Education further by:
 - continuing to address the areas identified on the Self Evaluation Document.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
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 school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
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 improvement to outcomes for pupils	2

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate
