



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### HOLY FAMILY CATHOLIC PRIMARY SCHOOL

#### PLATT BRIDGE

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Inspection Date: 27 November 2012  
Inspectors Rev D Melly Mrs A Williams  
Unique Reference Number 106496  
Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School	Primary
Age range of pupils	3-11
Number on roll	197
Chair of Governors	Mr D Herbert
Headteacher	Mrs K Mitty
School address	Wigan Street Platt Bridge Wigan WN2 5JF
Telephone number	01942 704148
E-mail address	enquires@admin.inceholyfamily.wigan.sch.uk
Date of last inspection	4 November 2008

# 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 school is an average sized Catholic Primary School situated in Platt Bridge and mainly serving the parish of Holy Family.
- There are 197 children on roll of whom 149 are baptised Catholic, 32 come from other Christian denominations, and 16 have no religious affiliation.
- There are 11 teachers of whom 9 teach Religious Education. Nine are Catholic. Two teachers have a suitable qualification in Religious Education.
- Since the last inspection a new headteacher has been appointed.

### Key for inspection grades

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

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## **Overall effectiveness:**

Holy Family is a good school in providing Catholic Education.

## **Inspection Judgements**

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

- Pupils show a good knowledge and understanding of the school's Mission Statement and also understand the part they play within it.
- Pupils have a great sense of belonging to the school community and value and respect others.
- Pupils are encouraged to take on roles of responsibility in the school and wider community. Some are members of the school and Eco councils. They also plan and lead Collective Worship.
- Pupils are actively involved in developing the Catholic character of the school. This is seen their involvement in the review of the Mission Statement which they live out each day as they value, respect and care for each other. They participate in termly Masses. They take part in carol concerts with other schools. They are generous in supporting local, national and international charities.
- Pupils benefit from participation in away days. Years five and six have residential trips to The Manor where they learn a variety of skills including social skills and team building. They have trips to the Transport Museum at Bury, the Spaceport Museum, Jaguar car factor and Beeston Castle.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. This is given high priority in the school where there is a Pastoral Manager and a Nurture Room.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils embrace opportunities to meet their potential in all aspects of school life.
- Pupils are involved in service to the local faith and religious communities: They take part in termly Masses in church; they sing in carol concerts locally with other schools, they support local charities e.g. 'Joining Jack'. They show respect and understanding of other faiths and religions.

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

- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- Pupils' achievements in Religious Education are good.
- Pupils' attainment in Religious Education is good with some exceeding expectation. Pupils make 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 good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining the appropriate level for their age and stage of development in each key stage.
- Pupils are becoming increasingly more religiously literate. 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' engagement in and enjoyment of their learning is good as shown by their interest, enthusiasm, behaviour and above all enjoyment.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

### **How well pupils' respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is good.
- Pupils show interest, respond well and actively participate in Collective Worship
- They act with reverence and are keen to participate in a variety of gatherings
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- They reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship.

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

- The quality of teaching is consistently effective in ensuring that pupils are interested and engaged and make good progress. Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupil enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively. Good use is made of time and resources including other adults, ICT, cameras and task sheets to maximise learning.
- Pupils are informed of their progress both orally and through marking. Indications of how to improve could profitably be introduced into the marking of work. Effort and achievement are celebrated.
- The assessment of pupils work in Religious Education is good
- The school has good assessment strategies which provide accurate and detailed information on the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Some teachers enable pupils to evaluate their own work at the end of the lesson.

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

- The curriculum is good in meeting pupils' needs.
- 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. Imaginative and well planned strategies are deployed to enrich pupils learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as art and PE have a positive impact on the curriculum.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions including Judaism and Islam. This helps to promote tolerance and respect for those who think differently. The school is now considering inviting speakers into school to talk about their faith and religion.

### **The quality of Collective Worship provided by the school.**

- The Collective Worship provided is good in reflecting the Catholic character of the school and taking into account the variety of Faith backgrounds among the pupils.
- Collective Worship plays a good part in meeting the Spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally.
- The school has provided opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it.
- 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 and the Church's liturgical year.

### **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 good in promoting and developing the Catholic life of the school and show a good understanding of, and commitment to the Mission of the Church.
- This is reflected in the Schools own Mission Statement. All who form part of the school community including parents, Priests, governors and children were involved in the development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school can evaluate its effectiveness.
- Leaders, governors and managers are good in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. The quality of the monitoring of planning is good and helps with future planning. The monitoring of teaching is very good, supportive and helpful. The subject leader is good at leading and managing the subject.
- Good Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school in the way they know, own and live out their Mission Statement and in the way they participate in Collective Worship.

- The Self Evaluation Document provides evidence of the schools monitoring, analysis and self challenge.
- Their analysis provides a basis to celebrate the schools strengths and outlining areas for development. The SED is accurate and is impacting on the Catholic life of the school.
- The school provides good induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. The subject leader helps newly qualified teachers and all are given opportunities to avail of in-service provided by the department for Christian Education. It is recommended that more staff be encouraged to follow the Catholic Certificate in Religious Studies course.
- The quality of Collective Worship is important for the school. It is effectively monitored and evaluated by Headteacher and coordinator. An up to date policy is in place.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- There are positive relationships at every level within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. They are invited to attend termly Masses and celebration assemblies. Some of the parents are also attending a 'Helping and Working in School' course which skills up parents to come and help in school working with the children both in school and at home.
- Governors are good in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through their involvement in the review of the Mission Statement and their challenging support of all that goes on in school..

**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.**

- Leaders, governors and managers are good in the way they promote, monitor and evaluate the provision for Religious Education.
- The quality of the monitoring of planning is good and helps with future planning. The monitoring of teaching is very good, supportive and helpful. The subject leader is good at leading and managing the subject.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- There is a programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary.
- Continuing professional development opportunities are provided for all through attendance at in-service..
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leader is good in guiding Religious Education. She shows commitment and introduces new initiatives when appropriate. Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document is rigorous in identifying targets.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated every Friday at an assembly.

## **What does the school needs to do to improve further?**

- Raise attainment and accelerate progress further by:
  - Encourage staff to undertake the course leading to obtaining the Catholic Certificate in Religious Studies;
  - Help children understand what they need to do to further improve especially in the marking of work;
  - Ensure that the areas for development outlined in the SED are realised.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	2
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
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	2

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	2

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
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	2
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**