



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date: 7 November 2012
Inspectors: Fr D. Melly Mr A. Cocker Mrs P. Cooney
Unique Reference Number: 136062

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School: Primary School
Age range of pupils: 3-11
Number on roll: 270
Chair of Governors: Mrs P. Melia
Headteacher: Mr J Welsh
School address: Upper Essex St,
Liverpool
L8 6QB

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Date of last inspection: N/A

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 Liverpool serving the parish of Our Lady of Mount Carmel.
- There are 270 children on roll of whom 149 are baptised Catholic, 68 come from other Christian denominations, and 53 from other faith or religious traditions.
- There are 16 teachers of whom 11 teach Religious Education. Thirteen are Catholic. Thirteen teachers have a suitable qualification in Religious Education.
- This is a new school since the last inspection cycle.

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 certainly live out the Mission Statement in their everyday lives.
- Pupils have an outstanding 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 through their care for the elderly and their enthusiasm for the support of good causes.
- Pupils are actively involved in developing the Catholic character of the school by their outstanding behaviour, their care and concern for one another and their response to Collective Worship.
- Pupils benefit from participation in away days to Cholomendy and PGL courses.
- Pupils have a very 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, especially through the SEAL programme, has fostered positive attitudes in pupils. This is well supported by the Religious Education coordinator and the community cohesion officer.
- 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 in the immediate neighbourhood served by the school through their care in providing hampers for the elderly and singing in local care homes. They show respect and understanding of other faiths and religions especially within the school itself.

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' achievement in Religious Education is good
- Pupils' attainment in Religious Education is good. Pupils 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 good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining 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 and behaviour.
- Pupils are encouraged to work independently and collaboratively.

- Pupils are keen 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 show good 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 to which they respond well.
- They reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship. Their involvement in this is enabling the pupils to be more observant and respectful of life.

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

- The quality of teaching is consistently good 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 pupils' 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 on 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, photos, artefacts from home and video recorders to maximise learning.
- Pupils are informed of their progress and how to improve both orally and through marking. They are given opportunities to discuss their work and how to improve. 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.
- Teachers enable pupils to evaluate their own work.

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 Religious Education Curriculum Directory. 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 the away days, after school clubs and the choir 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 particularly Judaism and Islam. They invite speakers into school to talk to the children. They have also been taken to other places of worship. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school.

- Collective Worship has a high profile and is central to the life of the school. A great deal of time and effort has been put into enhancing this work.
- 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 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.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school has provided opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers are now providing 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 effectively.
- 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 an outstanding 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 all staff, parents, the priest, 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 and celebrate and plan future improvements. Monitoring of teaching is under review. The subject leader is good in her leadership and management of the subject.
- Good opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school through their care and concern for all and through their participation in Collective Worship. They certainly live out their Mission Statement.
- 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 outline areas for development. The quality and accuracy of the SED is good and impacts well 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. Excellent use is made of in-service opportunities particularly the CCRS.
- The quality of Collective Worship is a priority for the school. It is monitored and evaluated. A policy for Collective Worship is in place. This could profitably be reviewed and revised
- 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 very positive relationships at every level within the school.
- Governors are good in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through their interest in the school and their enthusiasm to raise standards.

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.

- Monitoring data is used to evaluate the schools performance and plan for future improvements.
- There is a programme for the monitoring and evaluation. The development of this is a priority for the management.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary.
- Continuing professional development opportunities are provided for all using existing inservice opportunities.
- 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 good in identifying targets for Religious Education.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated.

What the school needs to do to improve further:

- Raise attainment and accelerate progress further by:
 - continuing to develop the assessment and moderation already in place in conjunction with other local schools.
- Improve the quality of provision and outcomes for Collective Worship by;
 - developing the good work already being done, particularly the involvement of pupils in planning and leading;
 - reviewing and revising the Collective Worship policy.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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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	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

How effective the provision is for Catholic Education	
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

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	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