



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

BOOTHSTOWN

Inspection Date Tuesday 3rd February 2015

Inspectors Mrs Julie Rourke Mrs Maria Mcarry

Unique Reference Number 106504

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

Type of School Catholic Primary

Age range of pupils 4-11

Number on roll 203

Chair of Governors Mr Mike McDonald

Headteacher Mrs Anne Farrell

School address Kendal Road,
Boothstown,
Manchester,
M28 1AG.

Telephone number 0161 790 2123

E-mail address headteacher@admin.boothstownhollyfamily.wigan.sch.uk

Date of last inspection 8th June 2010

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 Boothstown, Manchester serving the parish of St. Margaret Clitheroe.
- There are 203 number of children on roll of whom 164 are baptised Catholic, 19 come from other Christian denominations, and 8 from other faith or religious traditions. 12 have no religious affiliation.
- There are 9.2 teachers of whom 8 teach Religious Education and 3 have a suitable qualification in Religious Education. There are 7.2 teachers who are baptised Catholic.
- Since the last inspection there is a new Chair of Governors.

Key for inspection grades

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

© 2015 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

Overall effectiveness:

Holy Family Catholic Primary School 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.

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils know and understand the school's Mission Statement, '*live together, work together, pray together.*' They understand the part they play within it.
- Pupils are proud of their mission and on the day of inspection pupils expressed, 'we are a Holy family, we are gathered in the same fold.'
- Their behaviour is outstanding; they have an excellent understanding of right and wrong and apply this in their personal relationships. They lead by example and show responsibility for themselves and their actions.
- All pupils are actively involved in developing the Catholic character of the school and embrace opportunities to meet their potential in all aspects of school life.
- They are encouraged to take on roles of responsibility in the school, for example, through a buddy system of year six pupils linked to reception pupils.
- Pupils show wider responsibilities through a variety of fundraising events. Funds are regularly raised for *CAFOD*, *Derian House*, *The Meningitis Trust* and the *Jade campaign*.
- They understand the impact of fundraising and each year select a particular charity to focus on.
- Pupils are involved in service to their local community. They have, for example, sung in choirs for the elderly community and parishioners and held coffee mornings in school.
- They are fully involved in liturgical events and in Welcome Masses each year for new pupils and an end of year Mass. Pupils are fully supported by their parish priest. Pupils have attended Good Shepherd Masses at the Liverpool Metropolitan Cathedral.
- Respect and understanding of other faiths and religions and all backgrounds and cultures are celebrated by the pupils, for example, pupils are encouraged to be aware of global need through *CAFOD*. They are also encouraged to fundraise for charity projects in Sierra Leone through close links with a grandparent from Holy Family school.
- Many pupils benefit from participation in residential trips, for example, Low Bank Ground and Hinning House. There are many other educational day trips enjoyed by the pupils as well as the Forest Schools project.
- Older pupils are offered the chance to aid their transition to high school and work alongside their local high school.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is good.
- Their attainment in Religious Education is good.
- They make good progress in relation to their starting points and capabilities.

- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- 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 show good standards of work for each level of attainment. Standards will continue to improve by raising expectations and challenging pupils in their work.
- 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 very good as shown by their interest, enthusiasm and behaviour. On the day of inspection, pupils spoke keenly about their Religious Education lessons. Pupils are diligent in their learning and want to achieve.
- 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.
- They show interest, respond well and participate in Collective Worship.
- 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.
- On the day of inspection pupils acted with reverence and were keen to be involved in their worship. They reflected and responded to scripture when prompted.
- Pupils sang joyfully and joined in community prayers appropriately and with confidence.
- Pupils are beginning to be encouraged to prepare and lead worship. A group of pupils are named as 'ambassadors' and share their prepared worships with other classes. On the day of inspection they spoke enthusiastically about their responsibilities and are proud of their achievements. This is an excellent start in encouraging pupil and adult partnerships in worship.
- This good practice can continue to improve by using the *Stepping Stones* Archdiocesan guidance for gradual expectations in worship across the school.

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

- The quality of teaching and purposeful learning in Religious Education is good.
- It is effective in ensuring that pupils are interested and engaged and make good progress.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.
- Teachers ensure there is consistency in behaviour and expectations of pupils.
- Teachers provide opportunities for pupils to work independently and collaboratively.
- Teachers display good subject knowledge and deploy a range of teaching styles. There are excellent pupil and adult relationships which encourages pupil discussion and there is a variety of activities to motivate and inspire pupils.

- In one lesson observed there was effective sharing of the learning intention and pupils were provided with a wealth of learning opportunities to explore how to say thank you. Pupils were grouped well and all pupils were focused and enthusiastic in their work. The teacher provided good questioning and pupils were able to show how they understood their learning.
- In the Foundation Stage there are excellent portfolios of pupils' work. Work is presented to a high standard and Religious Education is promoting and developing many early skills.
- Teaching Assistants throughout the school provide care and support to pupils and teachers. They are deployed effectively and show sensitivity to pupils needs. They ensure all pupils in their care reach their full potential.
- On the day of inspection there were some opportunities for Information Technology particularly through the use of the interactive whiteboard.
- Teachers take into account pupils' prior learning and work consolidates, builds and extends their knowledge and understanding. Planning is completed on planning formats recommended by the Archdiocese.
- Planning shows some differentiation, a range of activities, driver words and good evaluations. Planning would now benefit from consistency across the school. It can develop further by identifying a learning objective to match an activity and to use driver words to differentiate the task chosen.
- In teaching and learning there is some use of the driver words on displays and pupils are beginning to recognise them. Driver words now need embedding across the school by making explicit use of them to develop levels of challenge and pupil expectations. This would also ensure that in plenary sessions, pupils are encouraged to extend their learning.
- Effort and achievement at all stages of learning is celebrated.
- Pupils are informed of their progress and how to improve both orally and through marking. Work books are presented well. Marking is positive, affirming and shows some good developmental marking for Religious Education. This good practice needs to be consistent across the school and to develop manageable ways for pupils to respond to comments made.
- The school has good assessment strategies in place which provides information on the achievement of all the pupils. Teachers are able to identify how well pupils are achieving by using their class trackers.
- Teachers would benefit from whole school tracking to identify the needs of pupils across the school in relation to their class trackers and to further understand pupil expectation.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is good.
- 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. Well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- The school environment is bright and welcoming, with many areas lending themselves to the Religious Education curriculum.

- The school is part of a Wigan primary cluster group, Catholic Schools Direct and there are close transition links with the local high school.
- Pupils take part in a variety of before and after school clubs, for example, the early bird club, netball and choir. The school promotes a range of extracurricular activities to enable pupils to motivate, give responsibilities and to live out their mission.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. Judaism is taught each year and Islam and Hinduism are taught on a two yearly cycle. Visitors of other faiths and religions have helped pupils gain understanding from first hand experiences. The school is keen to build visits to other places of worship into the Religious Education curriculum.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is good. It reflects 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.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school provides some opportunities for staff to develop the skills in planning and leading Collective Worship. The teachers are beginning to provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship.
- Training from the Archdiocese will continue to improve Collective Worship. This will develop the partnership of adults and pupils in preparing, leading and evaluating worship across the school and further ideas for each element of worship.
- Collective worship evidence is well presented and is displayed pictorially on the schools' informative website enabling the whole school community to access and be a part of school celebrations.
- There are many opportunities provided to enable full, active and conscious participation of the whole school community, for example, Father's Day assemblies, harvest and nativity liturgies.
- Opportunities are provided for parents, carers and 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 outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in the development and review of the Mission Statement.
- A full review of the schools mission statement would benefit and renew the whole school community enabling its aims and practical objectives to direct and guide every aspect of school life and be a useful tool by which the school can evaluate its effectiveness and celebrate its many successes.

- Leaders, governors and managers evaluate the schools performance, celebrate, and plan future improvements.
- The Self Evaluation Document provides evidence of the schools' monitoring, analysis and self-challenge. It provides a basis to celebrate strengths and outlines some areas for development.
- Following the guidance given in this report, the schools' self-evaluation would benefit from including further detail in areas of strength, improvement and development strategies.
- Governors have knowledge and understanding of the Catholic life of the school and fulfil their responsibilities. They are regularly invited into school for a variety of events and liturgical celebrations. Regular updates are received from the Headteacher regarding the Catholic life of the school.
- Governors are fully supportive and know and care for the school and surrounding community. They are a large part of the school family they are shaping and supporting.
- The Parish priest has regular contact with the school and is a member of the governing body. There are regular class masses held. He celebrates many liturgical events with the school community, for example, Epiphany and end of year masses held in church.
- The parish priest is fully supportive of the Religious Education programme and guides and supports the school. He is keen to introduce prayer bags for pupils to share with their families, furthering and strengthening links between home, school and parish.
- The school works in close partnership with the parish for the With You Always Sacramental programme and sessions are held after school. Some staff members are catechists and older pupils are encouraged to be prayer partners for younger pupils who are part of the sacramental programme.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- The whole school is committed to ensuring they play an active part in the Catholic life and mission of the school. Holy Family school and its community is a *holy family* by name and a *holy family* by nature.
- The headteacher has inspired school leaders, governors, staff and pupils to have a responsibility for the local community. The school ensures, for example, that the many people in sheltered accommodation that surrounds the school, are invited into school for a variety of celebrations and feel supported and cared for.
- The school provides induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. A few members of staff teaching Religious Education have their Catholic Certificate in Religious Studies. Governors and the headteacher are continuing to encourage the completion of the certificate for all staff members.
- There have been some opportunities for staff to take part in a retreat for spiritual development led by the parish priest and *Come and See for Yourself* takes place at the beginning of each Religious Education topic.
- Older pupils have had opportunities to enrich their spiritual and moral development by taking part in end of year retreats.
- The quality of Collective Worship is a priority for the school. An up to date policy and good evidence is in place. With guidance from the Archdiocese, the school can now embed formal monitoring to celebrate worship and develop it further.
- A visitor book is used following many liturgical and worship celebrations. The book reflects how appreciative parents and guests are to be a special part of worship within the school.

- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. through regular newsletters, the detailed and inviting school website, *Wednesday Word* and a variety of liturgies, celebration and fundraising events. Parent views of the school are very positive, 'Staff are a witness to their faith in the relationships which they develop with the children,' and children are, 'Given opportunities to put their faith into action.'
- Parents are involved in *Friends of Holy Family* to support and raise funds for a variety of school events.

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 promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- 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 which is updated as necessary. There are good action plans in place.
- Briefing meetings provided by the Archdiocese are attended regularly and continuing professional development opportunities are provided for staff. Communication between the headteacher, staff, parents and governors is good.
- Governors are informed of new initiatives and developments. This can continue to strengthen by furthering their understanding of standards in Religious Education.
- The Religious Education governor, who is the parish priest, is supportive in his role and has an established relationship with the subject leader, staff and pupils.
- There is some good monitoring in place and data is used to evaluate the schools performance. Monitoring and evaluation should now continue to be embedded as a robust programme, particularly for teaching and learning, to impact on future improvements.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Moderation is completed by the Religious Education subject leader and staff members. This process can continue to be effective by having high expectations for the content needed for each level of attainment.
- Assessment information is collated and tracked by the subject leader. Staff, leaders, governors and managers would benefit from whole school tracking to give an analysis of standards across the school and impact on future improvement strategies.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Formal written reports give priority to Religious Education and inform parents of their child's achievements.

What the school needs to do to improve further?

- Continue to develop the Catholic life of the school by;
 - renewing and refreshing the whole school community in a full review of the mission statement.
- Continue to develop Collective Worship by:
 - accessing training and advice from the Archdiocese to develop the partnership of adults and pupils in preparing and leading worship across the school and further ideas for each element of the worship process.
- Develop the quality of teaching and learning by:
 - using driver words in planning for learning objectives and differentiation;
 - using driver words to develop levels of challenge and pupil expectations;
 - extending learning in plenary sessions;
 - developing manageable ways for pupils to respond developmental marking.
- Continue to develop the provision of Religious Education by:
 - embedding a robust programme for monitoring and evaluation of Religious Education;
 - developing whole school tracking to give an analysis of standards across the school and impact on future improvement strategies.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
---	---

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	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	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
