



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

Holy Family Catholic Primary School

Warton

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:

Holy Family Catholic Primary School

Address:

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Warton
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School URN:

119590

Headteacher:

Mrs Michelle Holden

Chair of Governors:

Mrs Linda Forster

Lead Inspector:

Mrs Adrienne Delaney

Team Inspector:

Mrs Annalisa Howarth

Date of Inspection:

18th June 2019

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 with currently 115 pupils on roll, of which approximately 52% are baptised Roman Catholics. Other pupils come from no faith or other Christian backgrounds. There are a small number of pupils from other world faiths. Most pupils are of White British heritage.

Approximately 13% of pupils are on the SEND register.

The school is popular in the area and is experiencing growth in pupil applications. The school building is well maintained and surrounded by tidy and well-utilised land. The parish has currently no parish priest and the school uses much of the RE budget to buy in services, so that pupils and parish can benefit from celebrating the Eucharist together in school time.

PUPILS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	11	17	20	17	16	17	17	115
Catholics on roll	3	9	15	12	7	5	9	60
Other Christian denomination	5	5	2	4	5	4	2	27
Other faith background	1	2	2	1	5	1	1	13
No religious affiliation	1	1	3	0	0	5	5	15
No of learners from ethnic groups	1	0	0	0	0	0	0	1
Total on SEN Register	0	4	3	3	4	2	0	16
Total with Statements of SEN	0	0	0	0	0	1	0	1

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	c			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Holy Family Freckleton and Warton	114
St Anne's Westby	1

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	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)	4	4	4	4	5	5	5	31
% of teaching time	16%	16%	16%	20%	20%	20%	20%	18%

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	5	5	5	5	5	5	5	35
% of teaching time	20%	20%	20%	20%	20%	20%	20%	20%

STAFFING	
Full-time teachers	3
Part-time teachers	5
Total full-time equivalent (FTE)	5.6
Classroom Support assistants	7
Number of Catholic teachers FTE	7
Number of teachers teaching RE	4
Number of teachers with CCRS or equivalent	3
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	0
Teachers with CTC	1

ORGANISATION	
Published admission number	17
Number of classes	4
Average class size KS1	26
Average class size KS2	34

EXPENDITURE (£)	Last financial year 2017-18	Current financial year 2018-19	Next financial year 2019-20
Total expenditure on teaching and learning resources	£ 12,500	£ 10,200	£ 10,000
RE Curriculum allowance from above	2,000	2,000	1,500
English Curriculum allowance from above	3,500	3,500	3,500
Total CPD budget	3,500	3,500	3,000
RE allocation for CPD	1,000	1,000	1,000

How the school has developed since the last inspection
<p>The majority of aspects for improvement since the last inspection have been addressed and have had a sustained and positive impact on raising standards. A well-embedded baseline assessment and detailed tracking system across the school are in place and governors are informed and are now monitoring attainment and progress in curriculum RE. Improvements are now consistently identified and acted upon through 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 the capacity to facilitate continuous improvement. Inspection has shown that self-evaluation is accurate and issues arising from in-house and cluster moderation meetings have identified new and innovative areas for development in curriculum RE and its assessment.</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 is very welcoming and has inclusion for all as a central goal and a shared vision. The school's Mission Statement 'Love one another as I have loved you.' is lived out daily and pupils enjoy attending their school and articulate positive attitudes to learning. One pupil interviewed described Holy Family School as a place where 'Everything you do, you think what God would want you to do, like be good friends'. Pupils deepen the knowledge of their faith throughout their time in school and gain a firm understanding of Catholic practice. Governors play a significant part in leading the strategic direction of the school in the community which it serves. The Religious Education governor, together with established and newly appointed governors are dedicated to ensuring that there are strong parish links and that a broad RE curriculum is being accessed by pupils. The more recently appointed head teacher and deputy have ensured that recommendations since the last inspection have been addressed. All leaders and staff place great emphasis on raising standards and putting the Catholic life of the school at the forefront of their plans for Holy Family Catholic Primary. This determination is a strength of the school.

The Catholic Life of the school is outstanding and the commitment from the head teacher, governors, staff, and parishioners to support pupils in their prayer life and growth in faith has remained a priority during periods of change in the parish. Staff set good examples, support each other, are proud of their school and work well together. Daily prayers together are part of staff practice. This enables spiritual reflection and prayer to be at the heart of the school day. The successive parish priests have been regular and welcome visitors to the school, actively fulfilling their role both pastorally and canonically. In the absence of a parish priest at the present time, leaders are ensuring that the children can participate in the Mass and receive the sacraments regularly. The spiritual, moral, social and cultural development of pupils is very good and has an impact on everyday life at Holy Family. This can be seen through pupils' responses to each other and in their understanding of the notion of the common good. The pupils willingly become involved in a variety of activities, supporting their own and the wider community. They have raised funds for a local hospice, Brian House, CAFOD, Mary's Meals and the active School Council respond to other needy causes spontaneously. This contributes to pupils' social, emotional and moral development. Parents appreciate this over-subscribed school and they welcome opportunities to

participate in school life. Gospel values permeate school life and pupils are helped to grow in their spirituality, make the most of their abilities and this helps them to nurture their faith.

Many opportunities for prayer and liturgy have been introduced and there are plans to extend and hone the good practice. Pupils act with reverence and join in prayers confidently. Prayer and liturgies observed in Key Stage 2 demonstrate that children prepare and plan these with thought and care. They make full use of resources available to them and appreciate the opportunities offered, for example, use of the Prayer Room, Masses and other liturgies.

The quality of curriculum RE is good overall and pupils are provided with a 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 and many aspects of the curriculum are good. Clear plans are in place to continue to raise attainment and progress. The monitoring and assessment of all strands curriculum delivery has begun to have an excellent impact on evaluation of the provision of curriculum RE. The headteacher has been innovative in the devising of a structured curriculum that incorporates all required elements. She is meticulous in her plans for putting in place the new assessment framework.

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. Elements of the HRSE are incorporated into the curriculum. The school's capacity to maintain improving standards is outstanding.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To further the school needs to improve outcomes for all pupils by:

- sharing the best practice that exists in the teaching of RE, so that all staff consistently deliver good and outstanding lessons;
- ensuring that all pupils have more opportunities to learn about faiths and cultures other than their own, particularly those of a monotheistic tradition;
- Providing more opportunities for pupils to produce longer writing tasks. This would hone written skills

To celebrate successes by:

- Continuing to share all data with the governors so as to keep them fully informed;
- Ensuring that the present practice of Key Stage 2 pupils leading prayer and liturgy is further developed throughout the key stages;

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

- 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

1

1

1

Inspection confirms the judgement made by the school that pupils make an outstanding contribution to the Catholic life of the school and benefit from it.

Governors, leaders, teachers and support staff at Holy Family are committed to supporting the Catholic ethos of the school and its mission, and this culture is embedded in the life of the school.

The pupils' knowledge and understanding of the Catholic Life of the school is greatly enhanced by their participation in and contribution to many aspects of school life. Pupils know that they belong to Holy Family Catholic parish and are proud to be part of the school and parish. For example, a pupil interviewed said 'You know everyone in school and if anyone needs help no one would walk past, but they'd come and help. We're like a big family.' On the day of inspection Key Stage 2 pupils led prayer in the recently instated prayer room. They were enthusiastic in talking about the elements of prayer, could question each other and demonstrated a mature understanding of the nature of prayer. This excellent practice now needs to become embedded throughout the key stages so that children are confident in leading prayer and liturgy. From the Foundation Stage onwards pupils are beginning to demonstrate their ability to share their own faith through whole class prayer and liturgy. This was demonstrated in children observed in a Reception/Year 1 class where children readily volunteered responses and their own thoughts and reflections. This skill is developed throughout Key Stage 2. Children observed in Year 3/4 on the day of inspection delivered their own prayer and liturgy which they had planned. One leader was able to question the class and comment on their contributions, eliciting a meaningful discussion. He then went on to spontaneously reflect on the value of looking after of our world as articulated in the Pope's letter on the environment *Laudato Si*. Many children voluntarily use the prayer room and invite others to pray with them there.

Pupils understand that their Catholic Faith is different from other faiths and that they share this distinctiveness with other Catholic schools. They share activities and Masses regularly with schools in the Catholic cluster. Activities that have enabled their understanding of wider community and the common good are the celebration of Mass with the parish, fundraising with the parish and collecting money for CAFOD, Mary's Meals and a local children's hospice. Key Stage 1 and Key Stage 2 pupils could readily discuss the reasons for fundraising during Lent.

On the day of inspection, a pupil said that Holy Family 'helps us to be kind and peaceful like Jesus'. This articulation of ethos encourages best behaviour and focused learning. Catholic principles and values are at the core of behaviour and relationship policies resulting in a strong and shared vision for the Catholic Life of Holy Family School.

The visiting priest, lay helpers in school, governors, school leaders, teachers and support staff are fully committed to fulfilling their role in ensuring that provision remains outstanding for the Catholic Life of the school. Their expectations are high and they are working together to implement the Catholic philosophy of education. The head teacher provides a clear direction for the Catholic Life of the school and the spiritual and moral development of pupils.

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 an inclusive, welcoming and friendly community with a very strong family ethos where everyone is valued and pupils and staff flourish. There is a tangible sense of family and community in all aspects of school life. This is evident in the quality of relationships that exist between all stakeholders.

The school is a prayerful community that provides a stimulating learning environment to reflect the school's mission and its 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 Continuing Professional Development in RE and staff subject knowledge has been strengthened through reflection and through training from the headteacher and teachers who lead RE.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- 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

2

2

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

The majority of pupils at Holy Family enjoy RE, are religiously literate and engaged in their learning. They are able to remain on task when entering into discussion and working independently. Through active participation in prayer and liturgies, together with good curriculum coverage, pupils show a good knowledge and understanding of the Catholic Faith. They now need to be given further opportunities to learn about faiths and practices other than their own, in particular Judaism and Islam; this will teach them about the roots of monotheistic cultures. They understand that Christ is at the Centre of all school life and are aware of the demands of religious commitment in everyday life. For example, one pupil said 'Learning about Jesus helps us to get on. If you fall out with someone you can say: "I will pray for you." You can try to be a peacemaker.'

Many pupils are beginning to make rapid progress in RE from a low baseline when they join Holy Family in Foundation Stage. They develop and apply a range of skills throughout Foundation Stage and Key Stage 1 including independence and imagination. This is built upon in Key Stage 2 where pupils reflect upon their own scriptural knowledge of, for example, the notion of caring for refugees as a part of their mission to 'Love one another.' This knowledge enables them to forgive, love and respect and to reflect on the notion of justice and the common good.

Tracking demonstrates that pupils' attainment is good. The headteacher has introduced a very comprehensive and visual form of tracking, whereby even the small numbers within groups of pupils are highlighted and targets are set for further improvement. This analysis shows that all groups make at least expected progress.

Pupil attainment and progress is good and in line with standards in other core subjects. Pupils have a great respect for each other and can discuss their faith. They now need to be given the opportunities to learn about the faith of others.

Good quality teaching and learning was observed on the day of inspection. Pupils enjoy their learning because teachers make their lessons relevant and interesting.

Pupils' progress in RE in each of the attainment targets is good and analysis of results has identified the need for more opportunities to demonstrate learning in *Attainment Target 2:2*. Parents are happy and children's progress is shared with parents in regular reports, alongside other core subjects. Newsletters are put on the school's website and the website is regularly updated to inform parents of curriculum RE and Catholic Life.

Inspection found that leadership and management in RE is good and has rapidly improved in the past year. The recent changes have been supported by leaders, governors, teachers and support staff, ensuring that good practice is sustained and leads to best outcomes for pupils. The headteacher has an accurate view of the quality of teaching and learning, monitoring and evaluation in Holy Family. She is clear about the improvements needed and, supported by her governors, deputy and staff she is rapidly moving ahead with programmes of study, new means of assessment and monitoring of RE.

Curriculum RE is at the forefront of teaching. Modelling teaching of RE, monitoring of lesson plans, formal and informal observations together with book scrutiny and conversations with pupils are carried out by senior leaders in the school, ensuring that teaching has remained good during a period of change.

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'. The headteacher has planned a unique programme of work that incorporates relevant and varied teaching materials, for example, *Come and See*, CAFOD materials, *We Believe* and other schemes. This helps to ensure progression of tasks and good outcomes for pupils.

Teaching in RE is good and inspection found provision to be of a good standard. Support staff are deployed effectively to assist pupils with additional needs. In lessons observed, teachers showed good subject knowledge built on prior learning and differentiated tasks to suit the needs of all learners. The practice of peer tutoring and observation of good practice would greatly enhance teaching and learning and secure good and outstanding teaching across the key stages. Next step marking needs to continue to be embedded across the school and a longer writing task could also be incorporated into children's books so that knowledge and understanding is demonstrated.

The quality of displays around the school is good and reflects the pupils' learning. The well-used and resourced Prayer Room adds to the pupils' religious understanding.

The head teacher, her deputy, governors, teachers and support staff have sought opportunities to reflect on the teaching of RE and the Catholic Life of the School. The headteacher has ensured CPD for her staff and has modelled good practice in order to instil confidence in teaching and good subject knowledge in her staff. Resources are used effectively and enhance teaching and learning in Holy Family School.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	1
Capacity for sustained improvement	1
Catholic Life	1
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	1
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	1
Religious Education	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	2
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	1	1	1	1
Religious Education	2	2	2	2