



SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the
Archbishop of Southwark and Inspection of
Denominational Education under Section 48
of the Education Act 2005

URN 100178

**Holy Family Catholic Primary
Tudway Road
London
SE3 9YX**

Inspection date: March 28 2017

Chair of Governors:	Anne Marie Ratcliffe
Headteacher:	Elizabeth Harris
Inspectors:	Damian G Fox Bernadette Long

EDUCATION COMMISSION

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SECTION 48

Introduction

Description of the school

The Holy Family Catholic Primary School is situated in the Greenwich Deanery of the Archdiocese of Southwark. It is in the Greenwich Local Authority. The principal parish the school serves is St John Fisher in Kidbrooke, but pupils also come from Christchurch Priory, Eltham, and a smaller number from Our Lady of Lourdes, Lee, St Peter the Apostle, Woolwich and St David's, Abbey Wood. The proportion of pupils who are baptised Catholics is 53%. Overall, the weekly proportion of curriculum time given to Religious Education across the school is 10%.

The school takes pupils from ages 4 to 11. Currently there are 239 pupils on roll.

The proportion of pupils eligible for free school meals is broadly average. The attainment of pupils on entering the school is below average. 12.5% of pupils either receive Special Educational Needs (SEN) support or have an Education Health and Care Plan (EHCP). The school receives Pupil Premium funding for 18% of the pupils. The proportion of pupils from homes where English is an additional language is broadly average. The vast majority of pupils are white and black British.

Key for inspection grades

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

Overall effectiveness of the school in providing Catholic Education

**GRADE
2**

Holy Family is a good Catholic school with some outstanding features. There is a warm and welcoming feel to the school which positively contributes to the welfare of all members of the community. The school is highly inclusive and works to effectively support families emotionally and spiritually. Parents confirm that they are well informed and that the school promptly and sensitively addresses their concerns.

Governors and school leaders demonstrate a deep understanding and commitment to promoting the knowledge and practice of the Catholic faith. There are clear plans to ensure the continuing improvement of the Catholic life of the school and the quality of teaching and learning.

Pupils spoke warmly about the care they receive and how they are safe and happy in the school. Parents are overwhelmingly supportive and appreciative of the work and support the school gives their children. As one parent said, "I have always been touched by the school's strong family ethos."

The school has been highly effective in developing an attractive Catholic environment, rich in symbols, images and pupils' work. It celebrates the Catholic faith and demonstrates the importance of prayer and worship which are at the heart of school life.

There are strong and effective links with the parish which provide further opportunities for pupils to experience and live their faith in prayer. The Headteacher serves on parish committees and ensures that the school and parish work closely together, creating a strong bond within the school and the wider community.

What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Continue to develop their partnership between governors and senior leaders by actively engaging in regular learning walks and work reviews
- Ensure the self-evaluation of the Catholic Life of the school and Religious Education more accurately celebrate the school's successes
- Introduce a pupil-led prayer group to encourage pupils to take more responsibility for developing the strong prayer life of the school further.

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

The extent to which pupils contribute to and benefit from the Catholic life of the school is very good. The school's ethos is distinctly Christian, creating a happy and reassuring place for pupils to learn. The use of praise for pupils is a strength of the school and pupils' work in Religious Education is regularly celebrated.

Pupils take home the class prayer books in turn so that families can pray together, thus strengthening the relationship between home and school. Pupils appreciate the opportunities to put their prayers in the prayer box so that their intentions are shared with the class. There are many opportunities for pupils to practise and celebrate their faith through prayer and worship and they are developing their own relationship with God.

Key Stage 2 pupils have created a child-friendly mission statement to help the pupils understand how to live their lives in a Christian community. Behaviour is excellent throughout the school. Parents and pupils both said that the behaviour ladders were effective. They appreciate the worry boxes into which they can place their concerns, knowing that teachers will address them. Pupils confidently said that there is no bullying in the school.

Holy Family has developed a link with the local Catholic secondary school which provides an opportunity for pupils to experience Religious Education lessons in a secondary setting. The Pupil Premium teacher has established links with other schools which have resulted in groups to support the emotional well-being of vulnerable pupils at the school.

Pupils are aware of the needs of others in school and in the wider community. Fundraising has a high profile, with pupils raising money for many charities.

How well pupils achieve and enjoy their learning in Religious Education

Attainment is good given the low levels of attainment at entry. Pupils make good progress overall, broadly in line with other core subjects. SEND pupils are well supported and they make good progress in line with other pupils. Pupils are supported in their learning by excellent cross-curricular links. They spoke happily about their lessons, saying that they always enjoyed the tasks and the different ways teachers helped them to learn. There was a high level of pupil engagement in all lessons. Pupils are very proud of their work and their learning. The pupils' own self-assessments provide evidence of their progress and their keenness to learn. They are enthusiastic about their lessons and in sharing their work with each other and their families.

How well pupils respond to and participate in Collective Worship

Acts of worship engage all the pupils in prayer. They respond reverently as a school and in private reflection. In the school assembly, pupils entered in silence as music was played quietly in the background. They prayed and sang together and showed respect when pupils read out prayers in their home languages before joining in with the school prayer. The Parish Priest expressed his delight with the way pupils respond with enthusiasm and become engaged in acts of worship. He said that pupils who are unable to receive

communion are increasingly confident in coming for a blessing. Older pupils serve at parish, school and class Masses. Key Stage 2 pupils attend Stations of the Cross with the parish. They prepare and deliver a Passion Play in the church for parishioners. During the Masses at the start and end of each term, pupils lead the prayers and participate fully in the celebrations. Pupils responded respectfully and prayerfully at the Mass held for a pupil who died recently. Pupils are inquisitive and are at ease with prayer and asking questions about worship. Inspectors felt that the school is in position where they can introduce a pupil-led prayer group.

Publication Date 16th May 2017

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 have a sincere commitment to developing the Catholic life of the school through their personal mission of leadership and service to the community. They understand the challenges in fostering faith. They know the next steps in enhancing the Catholic life of the school. The school development plan explicitly places the Catholic life and Religious Education at the forefront of their planning. Governors are aware of the value of prayer in the school and support the school by attending Masses and assemblies.

The Headteacher's personal faith and sense of vocation has a significant impact on the fostering of faith in the school. Consequently, parents, pupils and staff acknowledge that they belong to a Catholic and caring community. The Parish Priest and school leaders are strengthening the relationship between school, home and church. Relationships throughout are excellent.

The Religious Education Leader is very effective and an excellent role model. She has a detailed plan for liturgy and for strengthening the ethos of the school. This is evident in the way the community responded in faith and with prayer to the recent death of a pupil.

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

Leaders, governors and managers are developing effective monitoring systems following the recommendations in the last report. There are half-termly assessments and more regular reviews of pupils' work. The recent introduction of Target Tracker is already having an impact on ensuring pupils are supported and challenged more effectively. Detailed plans are in place to analyse data so that teachers can accurately respond with appropriate intervention and challenge to help pupils. Leaders know what the next steps are. The new link governor for Religious Education has a very good understanding of how to play a more effective role. Governors acknowledge they need to be more proactive in monitoring standards of teaching and learning, for example, with more learning walks and book reviews. Their priority is to improve further their own monitoring to ensure progress in the curriculum of Religious Education.

The Headteacher has a very good understanding of her priorities. Under her leadership, the school has raised expectations and is embedding a rigorous system to track and improve standards. Inspectors are confident that the impact will be further progress in raising standards of teaching and learning.

The Religious Education leader uses her many professional links to develop her expertise in ensuring robust procedures are in place to keep governors informed of standards through brief summaries of monitoring and tracking data. Assessment continues to develop and staff have been working on assessment and the use of differentiation. The Religious Education leader offers effective support to teachers, who are becoming increasingly more confident in assessment and how to use data, to ensure focused

support and challenge. Inspectors acknowledge the school is moving in the right direction and are confident that new systems will have a positive impact on standards when embedded. There is a detailed Religious Education curriculum map for parents.

The school's self-evaluation is an account of the strengths and areas for development but needs regular visiting to ensure it celebrates the positive impact of the school's strengths and the areas that need developing further.

Publication Date 16th May 2017

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

Teaching is good overall. Most of the lessons observed were effective in establishing a prayerful atmosphere at the start which pupils respected. Lessons are well planned with evidence of differentiation. Consequently, in all lessons, pupils were engaged in learning. The school acknowledges that they are still developing teachers' expertise in differentiation. Inspectors felt that the school should now explore further ways of allowing pupils to access tasks at a pace appropriate to their ability. The school's own observation log is accurate and reflects a developing expertise in supporting teachers. Relationships between teachers and pupils are excellent. Behaviour is exemplary. The marking of pupils' work is regular and meaningful. Comments and questions prompt responses from pupils which enhance their learning. Overall, the use of other adults in the room was very good.

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

Staff and pupils respond positively to 'The Way the Truth and Life' programme. Teachers are confident in using it to create learning experiences that motivate pupils in class. There has been a focus on assessment and moderation which the school is developing further through 'Inset' and cluster meetings.

In a wider sense, the curriculum is excellent. There is a distinct Catholic identity throughout the school. This includes pupils' work and prayers. Pupils understand their responsibilities to others as seen in the charities that benefit from the many fundraising activities in the school. Pupils study seven other faiths throughout their time in the school. In discussions with pupils, they were able to demonstrate their understanding of why this is important. They are helped to appreciate other faiths with visits to places of worship such as the synagogue and a Sikh Gurdwara.

The quality of Collective Worship provided by the school

Acts of Collective Worship are given a high profile in the daily life of the school. There is a well-planned programme of Masses and celebration assemblies. All lessons begin with prayer and reflection. The school is increasingly using the church to enhance acts of worship, including joining with the parish on Sundays. There is a school notice board in the Church. This strengthens the links with the parish even further. The Parish Priest is a welcome presence in the school and is playing an important part in creating acts of worship which inspire and add to the prayer experiences of staff, pupils and their families. Pupils attend and actively participate in Masses as a class and as a school, several times a term.