

**ARCHDIOCESE OF SOUTHWARK
COMMISSION FOR SCHOOLS & COLLEGES**



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 RC Primary School
Tudway Road
Kidbrooke
SE3 9YX

Chair of Governors
Headteacher
Inspectors

Mr David Daly
Ms Liz Harris
Mrs Helen Thompson
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Inspection dates

22nd March 2012

**ARCHDIOCESE OF SOUTHWARK
COMMISSION FOR SCHOOLS & COLLEGES**
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Introduction

Description of the school

The Holy Family Catholic Primary School is voluntary aided. It is situated in the Greenwich Deanery of the Archdiocese of Southwark. It is maintained by Greenwich LA. The principal parish which the school serves is St John Fisher, pupils also come from 7 other parishes due to the regeneration of the whole area. The proportion of pupils who are baptised Catholics is 54% and 42% are from other Christian faiths. The average weekly proportion of curriculum time given to religious education is 10% in Key Stage 1, 10% in Key Stage 2.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll is 193. This number is gradually increasing with the completion of new houses in the regeneration project. The attainment of pupils on entering the school is below average. The proportion of pupils eligible for free school meals is above average. Around 23% of the pupils receive extra support in class. There are a higher proportion of pupils with statements than nationally. Approximately 21% of pupils have English as an additional language with few at the early stages of English. The proportion of pupils from homes where English is an additional language is above average. A significant number of pupils are Black African, mainly from Nigeria.

Key for inspection grades

Grade 1	Outstanding	Grade 3	Satisfactory
Grade 2	Good	Grade 4	Inadequate

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Overall effectiveness as a Catholic school

Holy Family is a good and improving school with a strong Catholic ethos. This is a highly inclusive school where there is a positive atmosphere. Pastoral care is excellent. One parent wrote: "Excellent teaching, friendly environment, my daughter loves coming to school." The pupils' spiritual and moral development is good and reflected in their behaviour and attitudes. The governors are informed and committed to raising achievement. Parish links are strong. Relationships are a strength of the school and parents spoke very warmly about how welcoming the school is and how happy their children are. The school has addressed all the issues raised by the last report. Pupils overall are making progress but the lack of high expectations in some classes hinders pupil achievements and attainment. The school has identified the need to continue to develop assessment procedures and monitor them effectively in order to raise standards. The school teaches other faiths but this is not yet done systematically throughout the school. The school has a good capacity to improve.

Grade 2

What steps need to be taken to improve further?

- Ensure that teachers' expectations of what pupils can achieve in religious education are sufficiently high in all classes and pupil attainment is more rigorously monitored.
- To ensure other faiths are effectively taught across the school.
- To continue to develop assessment so that all teachers are confident and consistent in their judgements.

The Catholic life of the school

Leadership and management

Grade 2

The recently appointed Headteacher alongside the deputy, who has just returned from maternity leave and two acting deputies, one of which is on secondment to the school, are providing stability and clear direction to the school. The Headteacher has a clear vision of Catholic education and has shared this effectively with all the staff, governors, parents and Parish. There is an excellent spirit of teamwork. The Catholic identity of Holy Family is evident through the high quality displays on religious themes. The “Jesus welcomes everybody” display in the entrance hall is truly inclusive as every pupil’s hand print is there and all the languages spoken in the school are displayed around it. This is an inclusive community which values the dignity of each individual. This leads to positive relations and the behaviour of the majority of pupils to be excellent. The Governing Body reflect the cultural diversity of the pupils and they are involved in the school. They now need to be more aware of the standards and progress in religious education. The school has excellent links with the local Parish and the Parish Priest is a welcome and frequent visitor. The school is also making more links with the other feeder parishes. Home, school, parish links are very strong with a regular display in the church focussing on the work of the pupils and school. The mission statement is prominently displayed and is known and understood by pupils. It contributes to the strong Catholic ethos of the school because it is based on Gospel values.

Quality of provision for personal and collective worship

Grade 2

Prayer and worship are central to the life of the school. Pupils are encouraged to write their own prayers as well as learning the prayers of the church. Focal areas are attractive and pupils own prayers and “Lenten promises” are an integral part of them from Nursery to Year 6. Pupils are offered a wide variety of opportunities for worship including Mass in the church, class Masses, assemblies and para liturgies. There are voluntary prayer and rosary groups for the pupils. All pupils have opportunities for quiet reflective prayer. In the assembly observed, pupils entered reverently and there was a very prayerful atmosphere among all those present. Behaviour was exemplary. Pupils spoke clearly with effective use being made of ICT. The singing and percussion accompaniment were excellent and enjoyed by all. Pupils visibly enjoyed their class assembly. Knowledge and celebration of the Eucharist is part of the life of the school. The school is planning to introduce Penitential services in Key Stage 2. The Parish Priest makes a valuable contribution to the sacramental life of the school. The programme of assemblies and liturgies reflects the church’s liturgical year. Collective worship makes a good contribution to pupils’ spiritual and moral development.

Community Cohesion

Grade 2

Holy Family has a warm friendly welcoming environment. There are good links with the parish and the Headteacher is keen to develop even stronger links. Parents take an active role in the school and are regularly welcomed to all school celebrations throughout the year. Pupils learn about different cultures and celebrate them during the school cultural events, including the planned "100 days of Peace", when other faiths and cultures will be more fully explored. Black History month display celebrates diversity. Pupils are encouraged towards an understanding that we are all one family and that diversity is part of God's plan. Pupils are encouraged to care for one another and take responsibility for their actions by being trained as peer mentors and helping the younger pupils at playtimes and lunchtime. Staff and the learning mentor are always available for pupils to talk to and pupils can self refer to the learning mentor. The school supports a wide range of charities including CAFOD, The Cabrini - Good Shepherd Lenten appeal, Children in Need and Comic Relief. The School Council plays an active role in this. The school choir sings at the local elderly home, parish Christmas fair and the local music festival. School journeys are organised to rural areas so pupils can experience a rural community. Through the British Council the school has strong links with a school in Cairo using ICT. Teachers from Egypt have visited Holy Family School to talk to pupils about the differences and similarities between the 2 schools. This is celebrated in an interactive display. Behaviour management is firmly rooted in reconciliation and pupils show respect to all adults who work hard to create a place of trust and security. The result is a happy school where all pupils, including those with special needs, know that their efforts will be valued and their voice heard. Preparation for transition to secondary school is excellent. There are good links with local schools in the area at leadership level. Pupils know about the extensive changes to their environment through close links with the regeneration project.

Religious education

Achievement and standards in religious education

Grade 2

Attainment on entry is below average. Pupils' language and communication skills are particularly poor and the school works hard to remedy this. Pupils make good progress in Foundation Stage and Key Stage 1. This progress is not sustained consistently through Key Stage 2. Expectations of pupils do not always match their ability resulting in lower achievement for some pupils. Pupils' knowledge of the Bible is good. Reception pupils could talk about miracles and give examples. Standards in religious education are mostly similar to literacy. Special needs and English as an additional language pupils make good progress due to the high quality of support staff. There is no significant difference in progress by either ethnicity or gender. While the presentation and content of work in pupils books in some classes is good this is not consistent across the school. Pupil progress is tracked and the monitoring of this is becoming more rigorous. A prayer group has been

formed for First Communion pupils to give them more opportunities to experience prayer and this is well attended. Pupils are encouraged to research topics and the “Steps to the Sacrament” display on Reconciliation was excellent reflecting all the pupils’ own work. Pupils enjoy lessons and have positive attitudes.

Teaching and learning in religious education

Grade 2

The Headteacher and senior leadership team’s main focus this year is to develop and improve the quality of teaching and learning. In the lessons observed teaching ranged from satisfactory with good elements to good with many outstanding features. The best lessons showed clear objectives, which were referred to in the lesson, pace, challenge and relevant activities matched to pupil ability. A variety of activities including talk partners, role play and video sequences encouraged and engaged pupils. In one lesson young pupils were able to imagine themselves in Jerusalem on Palm Sunday and one said; “Jesus I was so happy to see you but I don’t think you saw me because there were so many people”. All lessons build on prior knowledge. In one class a video of the pupils own role play was effectively used to revisit their knowledge and understanding. Teachers have excellent relationships with their pupils and classroom management skills are excellent in most classes. The formal assessment procedures have been developed in accordance with Diocesan Guidelines and systems are in place to track pupils effectively which will lead to improved standards. A levelled portfolio of work is almost complete and on-going moderation training has been organised for all teachers. Inset from a Diocesan adviser has further strengthened the school’s ability to assess and analyse. The school is sending out “The Wednesday Word” to all Key Stage 2 families. This has been greatly appreciated by parents and helps them in supporting their children’s learning. In all lessons observed an introductory prayer and reflection time enabled all to focus, making the lessons special. In the best examples of interactive marking pupils were given time to reflect and respond to the questions posed in the marking.

The religious education curriculum

Grade 2

The school follows “The Way the Truth and the Life” religious education programme. It fulfils the requirements of the Bishops’ Conference for the time allotted to religious education. Pupils’ spiritual, moral and social development also takes place through PHSE and SEAL. The school is in the process of reviewing provision for Education in Human Love to ensure continued high quality provision. There are good cross curricular links including ICT, art, drama and literature. The school has established links with the local Jewish community and visitors have been to talk to the pupils. Links with other Catholic schools are very strong and supportive of each other. A well balanced curriculum is offered to all pupils and lessons are closely linked to pupils’ experiences. A wide range of extra curricular activities are offered. The school has identified the teaching of other faiths as an area for development and will be looking at the materials in “Come and See” to support this.

Leadership and management of religious education.

Grade 2

The Religious Education coordinator is very conscientious and committed to ensuring that her subject is a core subject with a high profile throughout the school. She inducts all new staff to the curriculum giving them advice and on going support where needed. She monitors the planning, suggesting activities and strategies where appropriate. Together with the Headteacher lesson observations have been carried out and feedback from these needs to be more specific to enable teachers to continue to raise standards in teaching and learning. Leaders at all levels have a strong sense of the educational mission of the church and the role of the school in this. The Headteacher and coordinator attend relevant Deanery and Diocesan meetings and training courses disseminating information back through staff meetings. Team work is a strength of the school. Equality of opportunity for all pupils is evident. Governors are supportive and aware of the need to be a more critical friend. A new Religious Education governor has just been appointed. Resources are good and used effectively. Coordinator files are well presented and organised and provide a range of evidence showing planning, book scrutinies and lesson observations with feedback. The school is a welcoming environment, bright and attractive. A stimulating place to be for all.

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