

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: Holy Family Catholic Primary School

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School URN: 119600

Headteacher: Mrs Helen Moreton

Chair of Governors: Mrs Vivien Pickup

Section 48 Inspector: Mrs Adrienne Delaney

Date of Inspection: Friday 12th October 2012

The inspection report is produced for the Rt. Reverend Michael Campbell O.S.A., the Bishop of Lancaster (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

INFORMATION ABOUT THE SCHOOL

Holy Family School is a slightly below average sized school situated in Blackpool, in an area just outside the town centre. The majority of pupils live in the local area.

Most pupils are of British heritage. The number of pupils with English as an additional language (EAL) is growing and is about half of the national average. It attracts children from an area of high deprivation with a broadly average number of pupils eligible for free school meals (FSM). Attendance is beginning to show an upward trend and the school is becoming more popular, having a waiting list of pupils.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll:	210
Planned Admission Number of Pupils:	30
Percentage of pupils baptised Catholics:	69%
Percentage of pupils from other Christian denominations:	22%
Percentage of pupils from other faith backgrounds:	0%
Percentage of pupils with no religious affiliation:	8%
Percentage of pupils from ethnic groups:	21%
Percentage of pupils with special needs:	23% (excl YF)

Staffing

Full-time teachers:	8
Part-time teachers:	2
Percentage of Catholic teachers:	70%
Percentage of teachers with CCRS:	30%

Percentage of learning time given to RE:

R	10%	Yr 4	10%
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

Parish served by the school:

1. Holy Family
2. Sacred Heart

Overall Effectiveness

1

Capacity for sustained improvement

1

MAIN FINDINGS

Holy Family is an outstanding, inclusive school which is led by a committed head teacher who has high expectations of all at Holy Family School. This has a positive impact on the school community and results in a positive Catholic ethos where pupils are well- behaved and polite. Pupils' spiritual and moral development is given high priority.

The head teacher's vision for the school is shared by governors, senior leaders and staff. Good relationships are evident and these are helping to build a harmonious and inclusive community. The school has successfully acted upon areas for improvement since the last inspection and good procedures are now in place. The school's capacity for sustained improvement is outstanding.

Pupils are happy to come to Holy Family and they demonstrate pride in their school, which means that there are positive attitudes to learning. Progress across the school is good with improvement evident since the last RE inspection. Attainment overall is good, with baseline assessments below the expected standard in RE. Teachers deploy support staff well to assist pupils, particularly those with special education needs and disabilities (SEND) who are progressing well. Pupils are well supported in their learning and additional support is well deployed. They also use support to challenge more able pupils, although this is not always consistent. The school offers pupils opportunities to contribute to the Catholic life of the school. Pupils show interest in the spiritual and moral values of others and respond in a caring manner to those in need. They are showing independence in preparing prayer and acts of worship.

The school provides an outstanding Catholic education for pupils. Teaching is outstanding and there is evidence of this in lessons. Where teaching is outstanding, lessons are planned carefully to meet pupils' individual needs. Marking includes positive comments and there is advice for pupils as to how to improve their work. Assessment and monitoring systems are in place and have a positive impact on individual pupil progress. The school keeps parents and carers informed of their children's learning and progress. The RE curriculum is outstanding with many additional resources used to enhance it. The quality of Collective Worship is outstanding with children taking ownership for preparation and delivery.

The head teacher has a clear vision for RE and for the Catholic life of Holy Family; she is committed to improving outcomes for pupils. The school monitors teaching and learning well and uses tracking systems to improve outcomes, with the impact of these being analysed. The quality of self-evaluation is good. The head teacher is aware of the needs of her own, and her staff's, professional development. Governors are committed to discharging their responsibilities well and are eager to both challenge and to support the school. The school has established partnerships with other providers and organisations to promote Catholic learning. For example, the school clusters with all local primary schools to share good practice. Pupils are developing a sense of belonging to a wider community and the understanding of the common good.

Capacity for sustained improvement

The school's capacity for sustained improvement is outstanding. Clear and accurate self-evaluation has led to governors, the leadership team, teachers and support staff working in school to demonstrate a clear understanding of areas for development. The RE subject leaders monitor standards well and, with support of the leadership team, are driving forward good practice and the best outcomes for pupils in Holy Family.

What the school needs to do to improve further

Continue to raise standards in Religious Education by:

- Continuing to ensure that all more able pupils are planned for, so that they are better challenged in RE
- Continuing to ensure that all pupils understand the faiths and cultural backgrounds of other communities.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

1

The school evaluates that the quality of outcomes for pupils is good: inspection found it to be outstanding. Pupils enjoy RE and have positive attitudes towards their learning. They speak with enthusiasm about their lessons. "RE is fantastic, amazing!" said a Year 6 pupil. Assessment data, tracking systems and work scrutiny all show evidence of pupils' continuous improvement. It demonstrates that, from low starting points, pupils make good progress through the Foundation Stage and through Key Stages One and Two. Pupils who have special educational needs or disabilities (SEND) and those who enter school at times other than the normal intake are making good progress as teachers identify their needs accurately and adapt support to meet these needs. Pupils have a sense of religious literacy and standards are in line with expected standards.

Parents' replies to the questionnaire show that they are satisfied with their children's progress in RE.

Pupils are making a good contribution to the Catholic life of the school and derive benefit from it. The older pupils are willing to take on extra responsibilities such as prayer leadership and older pupils in the school participate in activities within the class, the school and in the local community. They acknowledge that this helps them to become better people. A Year 4 pupil said, "We learn gospel values and how to care here." Pupils show interest in the religious life of others and respect for religious objects in school. Their knowledge of other faiths and cultures is emerging. They understand the importance of key celebrations during the liturgical year and respond well to Eucharistic and to other liturgies. They are considerate and respond to the needs of others in school, the local and wider community. They understand the need for forgiveness and have a good understanding of right and wrong: "We learn that little things count; St Therese teaches us that."

Pupils' response to and participation in Collective Worship is outstanding. Pupils are reverent and eager to contribute to prayer, worship and liturgies. They have an excellent understanding of the feasts in the liturgical year such as Advent and Lent and are able to speak with confidence about the Year of Faith.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School

1

The school's self-evaluation stated that the leadership and management in developing the life of the school are good. The inspection judged them to be outstanding.

The school's leadership and management promote the Catholic life of the school well. The governors, head teacher and staff give the Catholic mission of the school priority and pupil's moral and spiritual development is at the heart of school improvement. The commitment, energy and drive of the Headteacher inspire the school community.

The Headteacher, together with Senior Leadership Team and RE leaders, has put plans in place to ensure that outcomes have a positive impact on teaching, learning, progress and standards. She has high expectations of staff and pupils in school. Plans are in place to effect continuous improvement, as is evidenced by improving results.

Governors challenge and support the Catholic life of the school effectively. They are active in the planning for continuous improvement. The parish priest is a regular visitor to the school, supporting staff, parents and pupils. Governors uphold their statutory and canonical duties, fulfilling their duties as questioner and supporter of the head teacher. Training for governors and leadership within the school has enabled this to happen. They understand the school's performance in RE and know what needs to take place in order to maintain continuous improvement. Additional meetings take place so that the faith community of school and parish can further discuss the pupils' faith journey. Governors discharge their statutory and canonical duties well and are supportive of leaders and staff at Holy Family. They are actively involved in the school community and have positive relationships with pupils and staff.

Leaders and managers develop effective partnerships with other providers and services to promote Catholic learning and pupil well being. The strong cluster of Blackpool Catholic schools enables Holy Family to share good practice in RE. The school also works well with other local schools, with the parish and the local community, to provide high quality learning opportunities for the pupils to enjoy.

The promotion of community cohesion in Holy Family is good. The school is a strong inclusive community where there is a sense of belonging and respect for others. The pastoral system ensures that pupils are cared for and know that they seek help when needed. One Year 5 pupil stated that Holy Family "helps you to think about what you are doing and to love God ". Pupils are developing an understanding of global issues and the notion of the common good.

PROVISION

How effective the provision is for Catholic Education

1

The school-evaluated provision as being good but inspection found it to be outstanding. The quality of teaching and learning in RE is outstanding. In lessons observed, teachers demonstrated that they employ good questioning techniques and clear explanations were given. Teachers use resources, including ICT, very effectively to ensure that pupils make good progress. The subject knowledge of teachers is good and plans are in place for continued professional development. Differentiation and provision of challenging tasks throughout the Key Stages is becoming embedded, although is not always consistent across the school.

Assessment and monitoring procedures are outstanding. They give a clear and accurate picture of pupil progress and attainment. Tracking progress in RE is an integral part of the school's assessment system and is contributing to an effective target setting process. Teachers are using information accurately to set targets for improvement. Pupils questioned during inspection knew their targets and all could state what they needed to do in order to improve.

The RE curriculum is being creatively adapted to meet pupils' needs. The school is beginning to celebrate the 'Year of Faith' and the curriculum has been adapted and enhanced to promote it. Long and medium term planning ensures coverage of the curriculum and the school is continuously seeking ways to enrich and enhance provision. The moral and spiritual development of pupils in Holy Family School is enriched by the opportunities offered. The curriculum is meeting the requirements of the Bishops' Conference with respect to the time allotted to it.

The school gives high priority to Collective Worship and ensures that the needs of all the pupils are met. Acts of worship are well planned, vibrant and reflective. Staff and pupils are confident in the preparation and leading of liturgies and acts of worship. The variety, range and quality of prayer opportunities offered by the school are exceptional. Prayer is central to the life of the school and pupils demonstrate that they value and revere prayer areas, artefacts and holy books. Some acts of worship and prayer opportunities have a significant impact on parents, pupils and the parish. They are public demonstrations of the strong Catholic ethos of the school.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 **Outstanding**

Grade 2 **Good**

Grade 3 **Satisfactory**

Grade 4 **Unsatisfactory**

Overall effectiveness	1
The school's capacity for sustained improvement	1
PUPILS How good outcomes are for pupils, taking particular account of variations between different groups	1
• how well do pupils achieve and enjoy their learning in Religious Education?	1
❖ the quality of pupils' learning and their progress	1
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	1
❖ pupils' attainment in RE	1
• to what extent do pupils contribute to and benefit from the Catholic life of the school?	1
• how well do pupils respond to and participate in the school's Collective Worship?	1
LEADERS AND MANAGERS How effective are leaders and managers in developing the Catholic life of the School?	1
• how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils?	1
• how well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils?	1
• the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met?	1
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well being?	1
• how effectively leaders and managers promote Community Cohesion?	2
PROVISION How effective is the provision for Catholic Education?	1
• the quality of teaching and purposeful learning in RE	1
• the effectiveness of assessment and academic guidance in Religious Education?	1
• the extent to which Religious Education curriculum meets pupils' needs?	1
• the quality of Collective Worship provided by the school?	1