



# Holy Family Catholic Primary School

URN: 108026

Catholic Schools Inspectorate report on behalf of the Bishop of Leeds

20–21 June 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

#### Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church’s educational mission

#### Religious education (p.5)

The quality of curriculum religious education

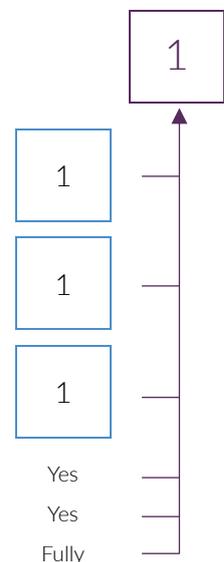
#### Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the curriculum requirements laid down by the Bishops’ Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



## What the school does well

- The mission of the school, linked firmly to Christian virtues, is completely embedded. It is known by all pupils and staff and is lived in very tangible ways.
- Leaders, including governors, are determined and focused. They are clear about what they want the school to be like, and how it can serve God.
- Relationships between adults and pupils are exceptionally positive and the behaviour of pupils is outstanding. This means that teaching is never less than good.
- Pupils are happy and safe. The care and support offered to the most vulnerable in the community is wide ranging and effective.

- Pupils become confident and skilled at independently and confidently planning and leading worship and prayer.

### What the school needs to improve

- Introduce the specific principles of Catholic Social Teaching to pupils in a systematic way, so that they can articulate why they engage in good works, look after the environment, care for the poor, work respectfully together and understand the dignity of all human beings.
- Ensure governors have rigorous mechanisms to monitor and challenge leaders, so that they can fully undertake their role of being strategic and offering challenge.
- Review systems currently in place which support the planning of religious education lessons and worship and prayer, so that learning activities are consistently creative and varied.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

### Catholic life and mission key judgement grade

**Pupil outcomes**

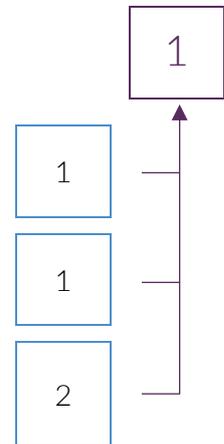
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

**Provision**

The quality of provision for the Catholic life and mission of the school

**Leadership**

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



This school is a tangible, confident and genuine Catholic community, firmly focused on a clear mission, 'To work, To pray, To play in the Light of the Lord'. This mission, linked directly to Christian virtues, is lived out impressively and practically. All pupils thrive and know that God loves them. Parents are extremely supportive and appreciate the work of all members of staff. They value the 'family' atmosphere and practical support they receive when in need. Pupils enthusiastically embrace opportunities to enhance their faith experience and understanding. They flourish, no matter what their background or family circumstances. The mini-vinnies work hard, especially in Lent and Advent, with adults and their peers of all ages to support charities such as The Good Shepherd, Cafod, Little Sisters of the Poor, St Anne's Homeless Shelter, a local food bank and MacMillan Cancer, among many others. Pupils fully understand the responsibilities that come with being a follower of Christ, although they are not yet able to express this understanding in terms of Catholic social teaching. Behaviour in lessons is, without exception, exemplary. Pupils demonstrate high levels of respect for each other, regardless of family circumstances, faith or ethnic background.

This school is a place of calm, and affirmation. The mission statement is linked with Christian virtues such as respect, faithfulness, kindness, and perseverance. It is highly visible throughout the school and is celebrated with pride and joy at every opportunity. They share this love of God with the wider community. The sense of community, of being 'in this together', is extremely strong. There is a culture of welcome and an appreciation of every individual. A grandparent told inspectors that, 'You feel God's presence everywhere'. Adults are role models in their relationships with each other and with pupils. They are committed to giving families and pupils the highest levels of pastoral, emotional, practical and spiritual care. This care often reaches well

beyond the norm, and parents who have benefited directly from specific help are extremely appreciative. The site superintendent keeps the school impressively clean, safe and well-maintained. Pupils in the Live Simply team help to recycle paper and plastic and pick up litter. The chaplaincy team, with the help of adults, provide well-planned and effective opportunities for pupils to grow their moral and spiritual understanding. The school offers a range of enrichment activities to pupils, especially in sport. Trips and retreats significantly add to the life-experience of pupils. Provision for the teaching of relationships and sexual health are thoughtfully and appropriately implemented.

Senior leaders are models of Catholic leadership. The subject leader has a dynamic partnership with other schools and diocesan officers. She is generous with her time and energy, helping to develop the skills and confidence of colleagues. Leaders and governors work hard to promote the principle that the school is at the service of the community and the parish. The parish priest is a frequent visitor, contributing significantly to the faith life of the school. The school embraces parents as the first educators of their children. Leaders keep parents fully informed and supported in this role. The wellbeing of staff, especially those who are new to the school, is a priority for leaders. Their personal faith experience is enhanced by focused and effective training, including opportunities for spiritual enrichment, away from the school. Pupils are given opportunities to contribute to the Catholic life and mission. They feel listened to and valued. Governors, through the new Catholic Life Committee, work tirelessly to understand the school and are frequently involved in school trips, visits to classes and other activities. However, systems that enable them to undertake their responsibilities fully, and hold school leaders to account, are not yet rigorous enough.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

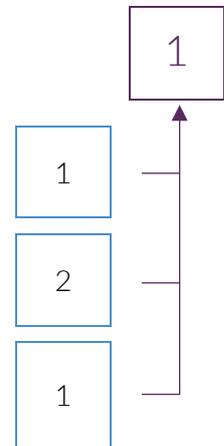
How well pupils achieve and enjoy their learning in religious education

#### Provision

The quality of teaching, learning, and assessment in religious education

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Given their starting points, pupils make good or better progress. Levels of concentration demonstrated across the school are exemplary. Engagement in lessons is at a very high level. Pupils enjoy their learning and their behaviour is outstanding across all year groups. Pupils, in Key Stage 2 especially, are able to reference and apply acquired knowledge and religious literacy in their lessons with confidence. They make links between this knowledge and their experience of the world. One pupil was able to explain the similarities between the parable of The Lost Sheep and The Prodigal Son. This helped him to know that God is always there, 'even though we sometimes forget Him'. Pupils, relative to their age and capabilities, understand how well they are doing and what they need to do to improve. Attainment is at least in line with expected standards and in older classes some are doing better. Recent significant staff changes have had an impact on the outcomes in some younger classes, but these are being rapidly and successfully addressed. Although pupils demonstrate increasing independence as they get older, they are sometimes limited in showing their individuality, because of the tasks they undertake.

Most teachers are confident in their subject knowledge. Where this is not the case they are very well supported and are making rapid progress in building their faith knowledge and understanding. All staff demonstrate a deep commitment and high expectations. Planning is linked to assessment, ensuring pupils learn well, including those with special educational needs. Pupils, relative to their age and capacity, are engaged and able to reflect spiritually and think carefully about their learning. They can concentrate and respond in discussions. They work hard and are motivated and interested. Relationships between pupils and staff are at an exceptionally high level, and resourcing is excellent, making teaching never less than good. Christian virtues are consistently referenced in lessons, by both staff and pupils. There is evidence in books, on the school website and in documents, that lessons can be very creative. In a Key Stage 1 class

pupils made fruit kebabs, whilst learning about the fruits of the Holy Spirit, for example. However, there is some inconsistency across the school around what creativity should look like, and this means that some lessons are not as innovative and engaging as they could be. Pupils contribute to the school's self-evaluation processes informally.

Senior leaders, including the subject leader, have a clear understanding of the provision and outcomes they want in religious education. The quality of leadership is recognised across the diocese and is shared generously with colleagues in other schools. The school ensures that religious education has at least full parity with other core subjects in terms of professional development, timetabling, staffing, accommodation and physical teaching resources. Pupil leadership in mini-vinnies, the chaplaincy group, and the Live Simply team, among others, is a strength. The training provided to all staff, and the support offered, is of a high quality. Teachers who are new to the school are especially appreciative of the support they are given. The curriculum is structured around a diocesan-approved scheme, ensuring learning is appropriately sequenced, and ideas are introduced systematically. Leaders encourage teachers to be imaginative and creative when planning lessons. However, in some lessons teachers rely too often on the same activities, so reducing the engagement levels of pupils. Senior leaders are fully and accurately aware of the strengths and areas needing improvement.

## Collective worship

The quality and range of liturgy and prayer provided by the school

### Collective worship key judgement grade

#### Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

#### Provision

The quality of collective worship provided by the school

1

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1

Pupils enjoy the prayer and liturgy opportunities they are given. They understand the value of silence, symbols, scripture, and music. They acquire good skills of leadership, so that in older classes they independently plan and lead experiences. Pupils know the liturgical year and talk about their involvement and enjoyment of key activities during seasons such as Lent and Advent. The Christmas Eve Mass is especially valued by pupils, parents and staff. Parents are well informed about the worship and prayer life of the school. Older pupils can talk about how prayer and liturgy impacts on their lives, both in school and in wider society. One told inspectors, 'Talking to God makes me feel calmer'. Another said that, 'Thinking about the virtues helps me to be a good person'. Pupils at the older end of the school do evaluate their worship, but this focuses mainly on the performance elements, rather than the content or spiritual impact. Pupils are always engaged, and their behaviour is impeccable. However, sometimes the structure of these experiences is too similar across the school, which impacts on how creative they are.

Worship and prayer are carefully planned throughout the year, resulting in many significant moments of joy and celebration. The work the school does to make known its mission and values is outstanding. It is ingrained in the consciousness of the whole community. Pupils are familiar with the pattern of prayers said through the day. Scripture is used in all worship, even if it is just a few lines about the conversion of St Paul or Jesus' time alone in the desert. Modern hymns such as 'Raise your banners high', and movie themes, such as 'You've got a friend in me', enhance liturgy. Younger pupils literally bounce with joy when singing the 'Fruits of the Spirit Boogie'. Teachers often use religious imagery to stimulate reflection. Staff are skilled in supporting new pupils, or those who find learning more challenging, to quickly learn about prayer. Visits to the parish church for Mass are frequent. The school, inside and out, is a vibrant and confident proclamation of its character and mission. Images and quotations from inspirational people,

including the Pope, are displayed abundantly. Parents, and parishioners have a flourishing partnership with the school. The parish priest is enthusiastically involved in the life of the school. He is very appreciative of the time and energy the staff volunteer.

Leaders, at all levels ensure that provision for prayer and liturgy is prioritised. They have a clear understanding of what and when they want pupils to learn about different forms of prayer and how they will learn the skills to plan and lead. They ensure that pupils have the opportunity to share their faith with other pupils across the diocese. Pupils in the older classes are keen to be chaplains and mini-vinnies so that they can act as role models themselves, alongside the experienced and highly committed adult leaders and staff. Sacramental preparation is planned carefully. Mass and key moments in the liturgical year are appropriately celebrated. Professional development is exemplary, especially that which supports teachers as leaders of worship and as faith models themselves. Staff especially value the opportunities they have to encounter God together in moments of prayer away from the school. Leaders make sure that sufficient funding is allocated to resources for worship and prayer. Leaders' evaluation of the impact of prayer is effective and leads to constant improvement. Governors are enthusiastic participants in the prayer and worship life of the school. Leaders listen to the views of pupils and take account of these when planning worship activities.

## Information about the school

Full name of school	Holy Family Catholic Primary School
School unique reference number (URN)	108026
School DfE Number (LAESTAB)	3833372
Full postal address of the school	Holy Family Catholic Primary School, Parliament Road, Armley, Leeds, LS12 2LH
School phone number	01132797572
Headteacher	Peter McQuillen Strong
Chair of Governors	Gayle Hunter
School Website	<a href="http://www.holyfamilyleeds.co.uk/">www.holyfamilyleeds.co.uk/</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	15-16 November 2017
Previous denominational inspection grade	Outstanding

## The inspection team

Mark Brennan  
Madeleine Bannister

Lead  
Team

## Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

