



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

HALEWOOD

Inspection Date	Tuesday 12 th February 2019
Inspectors	Mrs Julie Rourke Mrs Annamaria Roberts Mrs Angela Paget
Unique Reference Number	104468

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School	Catholic Primary
Age range of pupils	3-11
Number on roll	341
Chair of Governors	Mrs Janette Cook-Hannah
Headteacher	Mr Kevin Quigley
School address	Arncliffe Road Halewood Liverpool L25 9PA
Telephone number	0151 282 8971
E-mail address	holyfamilyhalewood@knowsley.gov.uk
Date of last inspection	4 th February 2014

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- Holy Family school is a larger than average sized Catholic Primary School 'Serving the Community' and is situated in Halewood, Knowsley serving the parish of St. John Vianney.
- There are 341 children on roll of whom 247 are baptised Catholic, 40 come from other Christian denominations and 6 from other faith or religious traditions. Forty-eight children have no religious affiliation.
- There are 16 at the school, including the headteacher, of whom 13 are baptised Catholic. Twelve teachers have a suitable qualification in Religious Education.
- Since the last inspection a new headteacher and Chair of Governors have been appointed.

Key for inspection grades

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

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OVERALL EFFECTIVENESS

Holy Family Catholic Primary School is an outstanding school in providing Catholic Education.

CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils at Holy Family know and understand their mission, 'Together with Jesus, We Can Do It', and know how to live it out. One child explained, "Together is an important word. We are inspired to be like Jesus." They actively participate in the Catholic Life and promote the mission of the school. They regularly evaluate its effectiveness.
- Pupils show a respect for themselves and others as made in the image and likeness of God. Children's behaviour is exemplary, they show an ability to listen, to give thanks, to forgive and be forgiven. They are also quick to congratulate and celebrate each other's achievements.
- Children are praised regularly through a variety of weekly awards. There are Fun Fridays, to celebrate their successes. The children enjoy, The Best Seats in the House and Golden Table awards. Their achievements are also shared through the school's Twitter feed.
- Pupils at Holy Family school are articulate and understand their responsibilities. The school is outstanding in ensuring children are developing their alertness in taking leading roles to express their religious and cultural identity and beliefs.
- Pupils are responsible for announcing their own award winners for love, peace, respect, selflessness, justice and equality through the 'Aspire Team Awards'.
- The Aspire Team Programme focuses children on the Holy Family and as children get older, they learn about the values and inspirational lives of key figures in history.
- Pupils value and respect the Catholic tradition of the school, its links with the parish community and the Archdiocese. Children have read and served in Masses, celebrated their First Holy Communion and have led May Processions.
- Pupils and their families are welcomed in the school and parish run, Sacramental preparation programme, *With You Always*.
- Pupils enthusiastically embrace the demands that membership of a Catholic school entails. As a result, they take a leading role in those activities which promote the school's Catholic Life and mission, for example, becoming part of the School Council, playground buddies and as prefects.
- After school clubs are popular and older children also enjoy the experiences of taking part in a residential trip.
- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and joyfully offer their gifts in the service of others. Children actively seek ways to fundraise for many national charities but also know the needs of their own community. Children from the School Council initiated a response to support the homeless via the Shoe Box Appeal. They have also raised funds to support their local children's hospice, Claire House.
- Pupils are outstanding in fully living out their Catholic mission through a wide variety of opportunities. There are visits to local residential and nursing homes and in turn they host afternoon tea for those residents in school. They support the local Alzheimer's support

group, sing in a community concert with Halewood Academy and attend the Tunza Christmas Fayre, supporting vulnerable children.

- Pupils enjoy learning about other faiths and religions, which widens and celebrates other beliefs and cultures. They learn about the Jewish faith yearly and experience the religions of Islam, Hinduism and Sikhism on a rolling programme. Pupils have enjoyed taking part in and celebrating a Mother's Day competition, Meet your Muslim Neighbour.
- The school takes every opportunity to provide personal support and development for all children and their families. The school's Learning Mentor offers, Relax Kids, Circle of Friends and Bereavement Counselling. There are a variety of therapies, meditation and individual support.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school's current Mission Statement expresses the educational mission of the Church. The school is keen to refresh their mission with a clear statement, aims and objectives to reflect the considerations of any new governors, parish priest, parents, children and staff.
- This will be an opportunity for the school to continue moving forward with one mission that celebrates who they are, what they do and what they aim to be.
- The school reflects its mission and identity through obvious signs of its Catholic character. The school is a welcoming, home from home. It is an inviting learning environment with beautifully presented displays depicting and celebrating children's work. A variety of topics are displayed, there is inspiration around every corner.
- The school's memorial garden and sacred spaces reflect the Catholic faith with appropriate, relevant, as well as traditional artefacts. The 'Holy Family' focal point in the school's entrance, not only reveals the school's name but its very nature.
- There is a strong sense of community at all levels, evident in the high quality of relationships and the centrality of prayer to the whole community. The school is a supportive and joyful community. There is a high regard for the pastoral needs of staff and members' needs are understood and catered for. The school has begun the process of completing a 'Well-Being Award'. The headteacher ensures a reduced workload, seeks feedback from the staff and with the support of governors grants staff family time when needed. A staff member commented, 'Relationships are a strength in this school and the family ethos shines through.'
- Each member of the school is influential to its success. For example, the school's Business Manager ensures the smooth running of many daily operations around the school and her dedication and commitment to school life is outstanding.
- Staff promote high standards of behaviour and are outstanding role models of mutual respect and forgiveness for pupils. They participate in school activities which reflect the Catholic Life and mission of the school through staff meetings, staff prayer times and fundraising.
- Clear policies and structures are in place, which provide the highest levels of pastoral care to all pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The school's Learning Mentor provides outstanding care to pupils and their families. She supports, building self-esteem and provides the tools for children to remove any barriers to learning. A variety of approaches and initiatives are in place to support specific needs and she works closely with staff and outside agencies in ensuring suitable and appropriate action is provided. The working environment she has created is a calm haven filled with inviting resources.
- Staff provide outstanding opportunities for the Spiritual and Moral Development of all pupils. Personal, Social and Health Education and the Religious Education programme, *Come and*

See permeate the curriculum through themed calendar events such as, anti-bullying, action against racism and sexism and promotion of mental health.

- The Relationships and Sex Education programme, *Journey in Love* recommended by the Archdiocese, has been implemented across the school. The school is now keen to map this programme, identifying links with Religious Education, Science and Personal, Social and Health Education across the school year. This will support monitoring and evaluate its effectiveness across the school year.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The school's leadership is deeply committed to the Church's mission in education. Leaders are energised by the task and are a source of inspiration for the whole community.
- The provision for the Catholic Life of the school is given high priority by leaders. This is reflected in the school's self-evaluation which involves monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school and its Mission Statement. Leaders can now continue to develop and populate the self-evaluation document with areas as outlined in this report.
- The headteacher, leaders and governors are keen to develop and revisit the school's mission with all stakeholders.
- The Parish Priest, Governors, the headteacher and senior leaders are highly ambitious for the Catholic Life of the school and lead by example in the way it consistently emphasises Catholic Life as a school improvement priority. They make a highly significant contribution to the school. They are fully involved in the schools' evaluation and are ready to challenge as well as support where necessary.
- Policies relating to the Catholic Life of the school are up to date and ratified by governors.
- Governors are fully immersed in school life and regularly visit the school. On the day of inspection, a governor expressed, "The school is an inclusive sanctuary. We are a unique Catholic school for the community."
- Governors are rightly proud of their headteacher. He is a reflection and role-model of Catholic education. They fully acknowledge the passion and dedication he gives to the school and its community.
- Continuous Professional Development focusing on the Catholic Life of the school is outstanding and ensures all staff and governors are informed. There are regular opportunities for training to influence and impact on school life. Leaders, governors and staff share in the purpose of the school's mission and are keenly involved in shaping and supporting it.
- The school has strategies for engaging with parents/carers to the benefit of pupils. The school's website has a wealth of information as well as an open-door policy, regular newsletters, Twitter updates, welcome and parent/teacher meetings. Parents' questionnaires overwhelmingly agree to the school's values, attitudes and welcome they receive.
- The parish priest meets with the headteacher regularly and the children have a lovely 'May Procession' mass with parishioners. He, along with parish catechists is fully supportive of the school's *Come and See*, Religious Education programme.
- Leaders and governors are enthusiastic in their response to Archdiocesan policies and initiatives and promote them throughout the school. The programme for Relationships and Sex Education, *Journey in Love* has been agreed by the governing body and has been implemented throughout the school.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils, from their varied starting points, make good progress in each key stage, with many achieving outstanding progress.
- Almost all pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. As a consequence, they are fully aware of the demands of religious commitment in everyday life.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils concentrate exceptionally well, have a clear understanding of how well they are doing, and of what they need to do to improve, and can articulate how they have made progress.
- Pupils approach their lessons with great interest and enthusiasm. They enjoy tackling challenging activities and respond exceptionally well to opportunities which extend their learning. The school is keen to keep developing differentiated challenging activities through use of the driver words.
- Behaviour in lessons is outstanding because pupils enjoy Religious Education. They are rarely off task even in extended periods without direction from an adult.
- The quality of pupils' current work, both in class and in written work, is outstanding. Their work is presented to a very high standard, depict a variety of activities and progress is evident across the year groups.
- Pupils workbooks celebrate their achievements. There is evidence of developmental marking. This enables pupils to benefit from challenges, know how well they are progressing and know how to keep improving.
- The Early Years Foundation Stage evidence reflects and celebrates the rich experiences and opportunities they are given. They are presented to a high standard and incorporates Religious Education within all aspects of the early years profile.
- Pupils' attainment, as indicated by teacher assessment is outstanding.
- The school has introduced the new standards of attainment for Religious Education. There is outstanding evidence of data collated from across the school, showing how Religious Education is affecting different groups of children, for example, children with specific needs, boys and girls.
- The collation of data for individual children and in specific groupings shows how the school is ensuring that every child is planned for. This supports their sustained progress.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers have a high level of confidence because of their subject expertise and their understanding of the breadth of teaching methods. Pupils are inspired to learn and make outstanding and sustained progress.
- Teachers are effective in consistently planning high-quality lessons linked to their knowledge of the individual, consolidating and extending pupils' knowledge and understanding, so that they learn extremely well. As a result of this, the majority of teaching is outstanding.

- Teachers plan for and use driver words to differentiate and challenge pupils. They are continuing to develop ways to improve their planning by using data to inform their learning objectives to suit the varying learning needs of the children.
- In an outstanding lesson on the day of inspection, a teacher differentiated groups of children using appropriate driver words. This ensured focused learning. A film clip depicting how significant memories shape lives, hooked children into the lesson. Children progressed well in their knowledge and understanding of memories. They were able to develop morally through oral discussion because of detailed challenging questions.
- Teachers use driver words well and this can continue to improve through for example, working walls, challenges to broaden and widen skills, developing discussion and debate through questioning and feedback.
- Teaching assistants provide outstanding understanding and consideration of the specific needs of pupils in their care and encourage progress. They are enabled to optimise learning for pupils.
- On the day of inspection, student teachers were well planned for. They provided clear guidance and progressed children's understanding.
- Teachers plan a wealth of creative activities to engage the pupils. Celebration of achievement and effort are central to the teacher's assessment strategy, securing high levels of motivation from pupils.
- They have excellent relationships with the children. They give praise and encouragement to succeed and skilfully question during lessons. On the day of inspection, teachers made great use of key religious vocabulary, moral developments, and communicated high expectations.
- Teachers employ a wide range of appropriate teaching strategies, including individual and collaborative work. Consequently, pupils are highly motivated and sustain high levels of concentration.
- Teachers consistently use time effectively to maximise learning opportunities in lessons and across sequences of lessons.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- They ensure that the required amount of curriculum time is given to Religious Education in each key stage. Religious Education has full parity with other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are embraced and fully implemented.
- Leaders and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is well-informed by current best practice in Religious Education. This results in targeted planning and strategic action taken by the school which leads to outstanding outcomes in Religious Education.
- Governors are fully informed about Religious Education standards and the subject leader regularly reports to governors. They are fully aware of their responsibilities and ratify all policies linked to Religious Education.
- The Religious Education governor meets regularly with the subject leader and is informed of the impact of standards across the school and any new initiatives. He is guided and informed of monitoring to know how children are progressing.

- The Religious Education subject lead is experienced, organised, effective and hard-working. She leads by example and inspires others in offering outstanding practices. She seeks ways to continually improve and leads a cluster of local Catholic primaries in sharing and reflecting on their practices.
- She regularly attends Archdiocesan training and spirituality sessions and is detailed in her feedback to staff. She shows her full commitment and support to the *Christian Education Team*.
- Parents receive regular updates and newsletters about Religious Education, formal reports on the achievement of their children and there is a wealth of information on the schools' website.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils act with reverence and are keen to participate in Collective Worship. They join in community prayer appropriately and with confidence.
- Pupils are involved in a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary. Pupils value and participate voluntarily in liturgy and prayer.
- On the day of inspection, children gathered in appropriate, suitable environments ready for prayer. Collective worship was well planned, and pupils were fully involved appropriate to their age and stage of development.
- In one worship observed, a calming meditative gathering allowed the children and adults present to breathe in God's love. They listened to the Word of God and responded through reflection, prayer and heartfelt responses. The 'go forth' message was clear and enabled the children to spread the message that they had heard with family at home.
- Holy Family School is an inclusive prayerful community where they show a deep respect for one another. All children are invited to pray and encouraged and supported to be a part of the prayer life of the school. Pupils are used to their worship practices and routines. They know that this is a special time with God.
- They regularly prepare and lead worship with confidence and a degree of independence. In conversations with pupils on the day of inspection, pupils were enthused by their worship. They are thoughtful in their planning of liturgy. Other pupils are engaged by the worship opportunities planned by their peers.
- There are many opportunities throughout the school year for pupils to develop their understanding of the Church's liturgical year and its seasons and feasts.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of the pupils, irrespective of ability.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is central to the life of the school and forms the heart of every school celebration. Praying together is part of the daily experience for pupils and staff.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical seasons and the Church's mission in education.

- Themes reflect the rhythms of the liturgical year and ensure that staff are fully supported in their planning which leads to outstanding acts of worship provided for the children and the whole school community.
- Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing. As a result, experiences of Collective Worship are of a high quality, cherished by every member of the community.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts, and are passionate about ensuring pupils have high quality experiences of the Church's liturgical year.
- Staff are skilled in helping pupils to plan and deliver quality worship, when appropriate. They have a thorough and comprehensive understanding of the purpose of Collective Worship and a wide variety of methods and styles of prayer.
- Holy Family takes every opportunity to attract and facilitate attendance by parents/carers associated with the pupils and response to this invitation is outstanding. They are continuing to encourage parents to attend 'Stay and Pray' times with their children's class.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide clear policies and guidelines to plan and deliver quality Collective Worship. They lead Collective Worship within the school and are appropriate models of outstanding practice for staff and pupils. They promote pupils' planning and leading Collective Worship.
- They have an outstanding understanding of the Church's liturgical year, seasons and feasts and they are able to make these accessible to the pupils in a contemporary context. The parish priest supports, provides and celebrates a variety of liturgical events with the school community.
- Monitoring of Collective Worship is embedded and is supporting worship across the school.
- Leaders are keen to continue developing and finding ways to include children in the planning and evaluation of Collective Worship.
- Governors are informed of policy guidelines and monitoring of Collective Worship. They also are invited to and regularly attend Collective Worship celebrations.

What the school needs to do to improve further

- Continue to follow the developments outlined in the school's Self Evaluation Document and any recommendations shared within this report.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate