



# Catholic Schools Inspectorate inspection report for Holy Family Catholic Primary Academy, Stainforth, Doncaster

Unique reference number (URN): **141056**

Carried out on behalf of the Right Reverend Ralph Heskett, Bishop of Hallam on:

**17-18 November 2022**

## Overall effectiveness

The overall quality of Catholic education provided by the school.....

1

## 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.....

1

## Religious education (p.5)

The quality of curriculum religious education.....

1

## Collective worship (p.7)

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

1



## Summary of key findings

Holy Family School is providing an outstanding level of Catholic education, and is truly aspirational in its vision. The provision for the Catholic life of the school is rooted in the school's mission, and there exists a high level of consistency in how this is applied across the school. Pupils are overwhelmingly positive about the school, and live out the message of the mission statement to the full. The Catholic life and mission are outstanding. Pupils are actively engaged in religious education lessons; they are reflective, and are highly committed to improving their knowledge, understanding and skills. Religious education is outstanding, clearly witnessed in a curriculum that is imaginatively and thoughtfully planned to meet the needs of different groups of pupils, whilst building upon, and enhancing, prior learning. The school is a prayerful community, with prayer used to support all its members. The centrality of prayer is evident in all areas of school life. Pupils

act with reverence and are keen to participate in prayer. Collective Worship is also outstanding. The school has fully addressed all of the recommendations for improvement made in the last canonical inspection report.

#### What the school does well

- Leaders and governors consistently ensure that there exists a healthy balance between pastoral care and high aspirations for all.
- Teaching and learning is extremely strong throughout the school, due to: clarity of expectations, standard of continual professional development opportunities, high quality resources, and a climate which enables pupils to express their views with confidence.
- The school's physical environment promotes the ethos, mission and aspirations of a Catholic faith that is truly lived out by all within the school community.

#### What the school needs to improve:

- To continue to explore further opportunities to enrich the life of the school, by further utilising the expertise of the parish priest, and other resources.
- In order to ensure that pupil outcomes within Greater Depth at Key Stage 2 are further refined and evidenced, develop additional opportunities for pupils to respond to a wider range of religious sources.
- Ensure that the related liturgy within each Come and See topic is fully utilised across all classes, in order to broaden pupils' reflection and response within the Respond aspect of each topic.

## 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.....

1

### Pupil outcomes

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

1

### Provision

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

1

### Leadership

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

1

All pupils knowingly discuss and live out the school's mission, confidently expressing the school's Catholic identity and articulating values; including individuality, care, and inclusivity. They are overwhelmingly positive about the school, and live the message of the mission statement 'Learning, Playing and Praying Together' to the full. Pupils enjoy school, are happy, confident and feel safe. The behaviour of pupils is exemplary, and they display a passion for, and enjoyment of school life. This is further evident in the high level of pupil engagement within lessons, their willingness and enthusiasm to participate in and lead liturgy, prayer and collective worship. Pupils are actively engaged in supporting those in need locally, through activities led by the school council and the care team, including supporting waste collection. They are also very pro-active in exploring ways of responding nationally, and globally, supporting charities such as The Samaritans Purse, by donating Christmas Shoe Boxes. Pupils' level of discussions within class, demonstrate that they are able to articulate aspects of theology which provide a basis to their own actions and responses. Their active participation truly enriches, and significantly enhances the Catholic life and mission of the school.

The school mission statement is regularly revisited and is known, lived, and witnessed by all throughout the school. There is clear evidence that the life and mission of the school are deeply rooted in the Word of God, exemplified by the gospel display at the very centre of the school building. The school's identity and mission are clearly visible through plentiful examples of display that serve to celebrate achievement, foster reflection, and inspire. There is a true, and lived sense of community which can be seen through the high level of support, especially for the most vulnerable. Staff are exemplary role models for pupils, providing the highest level

of pastoral care. The outstanding level of care and commitment is further echoed by parents, with one remarking; 'the school is a life-line, it's a family'. The school has a very well-planned chaplaincy programme that provides extensive, creative and high-quality opportunities for the spiritual and moral development of pupils and staff. The Catholic life and mission of the school is further enriched through a weekly focus on Virtues to Live By. The provision for relationships, sex and health education (RSHE) is carefully planned to ensure that it fully meets both statutory and diocesan requirements.

Leaders and governors are extremely effective in carrying out their duty as guardians of the Catholic life and mission of the school. They have a vision to continually look outward, improving opportunities and experiences of all pupils within their care. As a result, they ensure that resources are suitably adapted to cater for the needs of all pupils. Leaders and governors understand the importance of the school within the wider community and have fostered an array of links between home, school and parish. They actively embrace the principle that parents are the first educators of their children, with well-conceived strategies for fostering engagement. Leaders and governors demonstrate respect for their staff as they implement plans, providing opportunities for 1-1 pastoral support between teachers, and teaching assistants. Policies and structures are in place, which clearly provide the highest levels of pastoral care for staff. The whole of the taught curriculum, with religious education at its core, is extremely consistent, achieved through effective implementation of policy into practice, a rigorous use of assessment, and a wide range of continual professional development opportunities. The Leaders and governors are enthusiastic in their response to diocesan policies and initiatives. This has included collaboration with other Catholic schools in the Diocese of Hallam, leading several initiatives centred on setting best practice, and supporting colleagues.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

1

### Provision

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

1

### Leadership

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

1

The school has successfully refined and developed the Come and See scheme of work to meet the needs of all of the pupils in a creative and inspiring manner. Consequently, this ensures that pupils develop excellent knowledge, understanding and skills. Pupils are actively engaged in religious education lessons; they are reflective, and are highly committed to self-improvement in order to develop further as competent learners. They deepen their knowledge by asking and responding to meaningful questions which are reinforced through the Learning Journey approach within each topic, and the effective use of year group topic assessment sheets, knowledge organisers, and diocesan attainment descriptors. Consequently, pupils can speak fluently and confidently about what they have learned in religious education. They display a high level of independence in their learning, and produce work of a consistently high quality, demonstrating excellent presentation, individuality, and creativity. Pupils have a clear understanding of how well they are doing, and what they need to do to improve. This is further reinforced in that pupils, relative to their age, are religiously literate, and can talk with assurance and confidence about their learning in religious education; they are also confident in speaking about their spirituality and relating it to their everyday life. Behaviour in lessons is outstanding, and pupils remain fully engaged throughout.

All teachers demonstrate strong subject knowledge. Effective questioning is a strength of teachers in all classes, which enables them to identify precisely where pupils are in their

understanding. High quality resources, including other adults, are used very effectively to maximise learning for all pupils. Pupils' work is regularly celebrated, leading to very good levels of motivation from pupils. Their work is also displayed throughout the school with a high level of care and attention. Planning is linked to current assessment so that pupils learn very well, and individual needs of all groups of children are addressed effectively. Teachers provide all pupils with feedback, which supports them and provides a deeper understanding of what they need to do next to progress in their learning. This is further enriched by the 'Live Marking' policy which is embedded throughout the school. Teachers incorporate a variety of opportunities within lessons which encourage purposeful reflection, thereby enabling pupils to reflect on the teachings of scripture and the Catholic church, and how these may be lived out in their own lives.

Leaders and governors have ensured that the religious education programme and supplementary resources are used imaginatively and creatively. The subject has full parity with core curriculum subjects, with regards to professional development, resourcing, and staffing. It is held in high esteem throughout the school, as evidenced through the quality of displays, pupils' behaviour, and the provision of high-quality professional development opportunities for all staff. The subject leader for religious education has an inspiring vision of outstanding teaching and learning, and a high level of expertise in securing this vision. These are used effectively to improve teaching and learning in religious education, resulting in teaching that is never less than good, and more often outstanding. The quality of subject leadership is recognised beyond the school, and the subject leader for religious education works collaboratively with other diocesan schools, sharing her expertise. The curriculum is imaginatively and thoughtfully planned to meet the needs of different groups of pupils, with a view to building upon and enhancing prior learning. The school provides a wide range of enrichment activities to promote pupils' learning and engagements, including: Breaking the Word, Creative Prayer, and Care for Creation. Leaders' and governors' self-evaluation of religious education is both regular and rigorous, leading to clear systems which result in strategic action and well-targeted planning.

## Collective worship

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

### Collective worship key judgement

grade: .....

1

### Pupil outcomes

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

1

### 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

Pupils participate fully in prayer and liturgy, consciously responding to messages shared, and relating them to their own lives. These opportunities take place on a weekly basis as a whole school, key stage, class and on an individual level. Scripture is used well throughout the school and linked to the Church's liturgical year to enhance pupils' understanding. They act with reverence and are keen to participate in prayer. Pupils throughout the school talk confidently about the Church's liturgical year and have a wealth of approaches to prayer. Through the use of Let Us Pray, pupils display expertise in planning and delivering liturgies and reflect on how to improve them further. The four elements of 'gather, listen, respond and go forth' are explicit in all acts of liturgy, and contribute significantly to increasing pupils' understanding of prayer. Pupils make connections between their prayers and the wider community, including how they can support charity work in prayer. The school chaplaincy team are actively involved with planning and leading experiences of prayer and liturgy. Pupils are also regularly invited to evaluate their liturgies, and make further connections to scripture. Pupils talk confidently about how prayer and liturgy has inspired them into action, through initiatives such as: Operation Christmas, Care for Creation, and reflections during Remembrance Day.

The centrality of prayer is evident in all areas of school life. There is a creative balance between routine and innovative times of prayer. The school is a prayerful community with prayer used to support all its members. Pupils have good knowledge of daily prayers and can describe which seasons some traditional prayers are used in. Scripture passages are always carefully and thoughtfully chosen when staff prepare prayer; this leads pupils to explain each liturgy's

message confidently. Staff members and leaders provide prayerful opportunities which allow pupils time for reflection, leading to a commitment to 'go forth' and act differently. These are further supported and enriched by the enthusiastic pupil chaplaincy team, who regularly lead small groups, and whole school prayer. A wide range of high-quality music and other art forms is used appropriately to further enrich experiences for participants. The school makes imaginative and creative use of the spaces available, which include class prayer areas, a prayer garden, a chapel, and the use of prayer chairs. Time and attention are given by staff and pupils to ensure that these spaces are well cared for and are conducive to prayer. The school works hard to secure a strong partnership with the parish, thereby helping pupils to participate more fully in liturgy. Parents are fully encouraged to be involved through sharing prayer at home, and attending school assemblies and liturgies.

The school's approach to prayer and liturgy is carefully formulated by leaders, and regularly reviewed by governors. Leaders support staff to lead appropriate prayer and worship through clear guidance, using diocesan resources. This is further enhanced through the implementation of a progressive 'Planning in Collective Worship' document, which provides a clear and comprehensive strategy for building up skills of participation as pupils progress through school. Leaders ensure the school calendar reflects significant dates in the Church's calendar, and that the celebration of the Eucharist is regularly offered to the whole community, particularly at key moments in the church's year including Holy days of obligation and other significant days. Leaders and governors place the highest priority on inspirational professional development of all staff that focuses on liturgical formation, including regular opportunities to gather in prayer together through initiatives such as creative morning prayer moments. As a result, all staff understand the centrality of prayer and liturgy to the life of the school, and are well supported, and suitably skilled to plan and lead it. Prayer and liturgy are regularly monitored by staff and leadership, and evaluated by pupils. This process also incorporates subsequent planned improvements. Prayer focus areas are very consistent across all classes, in terms of the quality of the resources used, and the manner in which they are presented and utilised. The school website is very comprehensive, and also serves to both celebrate the rich prayer life of the school, and also to inform the whole school community of the various opportunities for prayer and liturgy available within school.

## Information about the school

Full name of school	Holy Family Catholic Primary Academy
Full postal address of the school	Kirton Lane, Stainforth, Doncaster, DN7 5BL
School phone number	01302 841283
Name of Executive Headteacher / Head of school	Bernadette Nesbit / Clair McFadden
Chair of governing body	Annette Dews
Website address	<a href="http://www.holyfamily.doncaster.sch.uk">www.holyfamily.doncaster.sch.uk</a>
Diocese	Hallam
Parish in which the school is situated	Our Lady of Assumption, Stainforth and St Joseph and St Nicholas, Moorends
Local authority area	Doncaster Council
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
Type of school organization	Single Voluntary Academy
Foundation trustees	Hallam Diocese
Gender	Mixed
Significant groups e.g., EAL, BAME	7.8% EAL
Proportion of pupils eligible for school Free School Meals	48.7%
Proportion of pupils with special educational needs and/or disabilities	13.3%
Proportion of pupils with an Education, Health and Care Plan	0%
Date of last denominational inspection	February 2016
Date of last statutory inspection	June 2022
Current statutory status	Good

The inspection team: David Quinn (Lead), Richard Hilton (Team)