



Holy Family Catholic Primary School

URN: 401657

Catholic Schools Inspectorate report on behalf of the Archbishop of Cardiff

30 November–01 December 2023

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

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

2

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

2

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

Yes

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

Yes

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

Fully

What the school does well

- The school is very clearly a strong Catholic community. This is immediately obvious when visiting and it pervades all that happens.
- The work of leaders to raise standards over an extended period of time is excellent.
- The behaviour of pupils is exemplary.
- The presentation of pupils' learning is often excellent.

What the school needs to improve

- The breadth of learning should be extended in order to provide pupils with greater opportunities to benefit from creative activities across the school.
- Ensure that potentially high attaining pupils have sufficient opportunities to learn independently at their optimum level.
- Self-evaluation should become more analytical in nature and leaders need to ensure that clear measures of pupil progress are identified in order to be able to better discern the effectiveness of teaching.

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

2

Provision

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

2

Leadership

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

2

2

Pupils exhibit pride in being a part of the strong and caring Catholic community that has been nurtured at the school and they feel safe. They actively participate in the Catholic life and mission of the school. They realise that they are challenged to follow the example of Christ as stated in the school's Mission Statement: 'Working together as a family, following in the footsteps of Jesus, always giving our best.' Members of the 'Faith Friends' group were enthusiastic in talking to inspectors about their involvement in initiatives such as helping those in need locally through the Harvest Festival and those further afield by raising funds for earthquake relief. During the inspection, pupils were able to discuss the Pupil Profile Virtues that the school promotes explaining that currently, they were thinking about the need to be attentive and discerning. Pupils conduct themselves in a way that shows respect for their peers and for staff. Their behaviour is exemplary. They take part well in the range of events provided by the school such as Masses to begin the academic year and to celebrate the feast of Christ the King and they respond well to having opportunities to plan and lead prayer and liturgy in their classes.

Staff provide impressive role models for children and they live out the Mission Statement through their day to day inter-actions. This, in turn, has created an impressive and authentic Catholic community from which all pupils benefit. Displays in entrance areas, corridors, the hall and classrooms are of high quality. These and the manner in which staff and pupils conduct themselves make it very clear that the school is Catholic in nature. The school has a significant proportion of vulnerable pupils; the Catholic ethos of the school greatly benefits them. Pastoral care is a strength of the school. All pupils are valued equally, and, thanks to the dedication of staff, they have excellent opportunities to thrive. Pupils have appropriate opportunities to grow in the faith through a range of celebrations such as Masses and the

Sacrament of Reconciliation during the seasons of Advent and Lent. The school's provision for Relationships and Sex Education is appropriate and it fully complies with archdiocesan expectations.

Leaders are fully committed to their responsibility to exercise their duty as guardians of the Catholic life and mission of the school; they see this as being central to their roles and they provide purposeful models to staff and pupils. They are impressive witnesses to the Gospel. The headteacher and the coordinator of Religious Education ensure that the school environment is authentically Catholic and that there is an understanding that the community will put the Church's social teaching into practice. This is a significant achievement given that only 32% of pupils are baptised Catholics. Leaders seek to work productively with the parish and they co-operate well with regard to promoting the Mass and the Sacraments. Good relationships have been established with parents and 98% of responses to the parental questionnaire, distributed as a part of the inspection, were positive in nature. The taught curriculum has religious education at its core. This could be enhanced by developing more cross-curricular learning opportunities for pupils. The self-evaluation work of leaders with regard to the school's life and mission is fair and accurate but it lacks detail and a clear focus on the impact of the work done. Governors are supportive of the SLT and they have a good understanding of the school's strengths and weaknesses. An impressive recent development regarding adjusting the structure of meetings to actively promote a culture of challenge from governors has great potential to increase the impact that governors have in their roles.

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

2

Provision

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

2

Leadership

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

2

2

Pupils are developing their knowledge, understanding and skills in religious education appropriately and in line with national expectations. This is the case throughout the school and progression is clearly evident across the age ranges. Pupils with additional learning needs achieve well in all classes. Pupils with the ability to achieve very high standards do well, but they would have the potential to produce even higher standards if the level of challenge in relation to independent learning was to be raised. Pupils are religiously literate in a manner that is appropriate to their age. During the inspection, for example, they were reflecting on ways to make good use of the Advent season to prepare for Christmas. Older children made impressive links between the Beatitudes and the school's Pupil Profile virtues, noting that by being merciful people are showing compassion for others. This displays a mature level of reflection and it indicates a good awareness of the demands of the Gospel message in everyday life. Many pupils can speak with confidence about their prior learning using appropriate vocabulary. They did this very well, for example, when identifying some of the messages of the prophet Isaiah in relation to the birth of Jesus. The way pupils focus on their learning for extended periods of time, is very impressive. The standards of work produced are consistently good and the quality of presentation is often excellent. Pupils show a good understanding of how well they are doing; they make good judgements about their own work and that of peers through reference to success criteria.

The quality of teaching is consistently good across the school and some elements of excellence are in place, particularly in relation to impressive subject knowledge and to questioning skills in some areas. Teachers show very high levels of commitment to the value of religious education and this is transmitted effectively to pupils. Relationships between adults and pupils are positive throughout the school. This applies to both teachers and to ancillary staff, who

support learning well. Planning is appropriate to the needs of pupils. Some teachers, however, move rapidly from one question to the next without checking for depth of understanding. The quality of marking and of feedback to pupils is good. They often have opportunities to respond to it in a way that furthers learning. Teachers use good assessment for learning strategies alongside pupils, which allows them to self-assess against identified criteria. Teachers often provide supportive resources to aid pupils in their learning. These are effective for most, however, at times they can limit opportunities for high attaining pupils to learn in a genuinely independent way.

Leaders have ensured that diocesan expectations in relation to curriculum provision are all met and that standards in religious education are at least on a par with other curricular areas. Good opportunities for professional development of staff are provided. Currently, for example, staff are working with partner schools across Cardiff in order to find an effective way to implement the new *Religious Education Directory*. The headteacher and the coordinator for Religious Education are both very committed to their roles and it is clear that they have a keen sense of vocation in all that they do. Their work is commendable. The planned curriculum provides pupils with a reasonable range of learning activities. This could be enhanced through creating more opportunities for cross-curricular learning. The school's self-evaluation work is accurate but tends to be descriptive in nature rather than analytical. The tracking system in place allows staff to identify pupils' attainment at a given point in time but it is not analysed in order to identify the rates of progress made by pupils as a whole and by a range of cohorts in particular.

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

2

Leadership

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

2

2

Outcomes in collective worship are good. Pupils respond well to the wide range of prayer and liturgical experiences provided. They are reverent, attentive and prayerful. Collective worship is central to the life of the school. They are clearly proud to share their prayer experiences with one another and prayer times contribute to the Catholic ethos of the school. During pupil-led worship observed, pupils were proud to take part and read well. They used music and singing to enhance the prayerful atmosphere, listened to one another and were reflective during worship. Pupils use scripture, visual aids, music and resources, for example Advent wreaths, to deliver relevant, engaging experiences of prayer. Pupils are able to articulate the impact that their worship has on them in relation to their Advent efforts, for example, how they are preparing for Christmas and who they will pray for. In the early years' collective worship observed, pupils reflected on the beginning of Advent. This was rich in symbolism and provided pupils with the opportunity to express themselves and demonstrate their understanding of the liturgical season. Pupils were happy to take part and they exhibited an age appropriate degree of spiritual and emotional growth. Pupils pray traditional prayers confidently and can pray spontaneously for personal, local and global needs. There is a good standard of Welsh language used in prayer, for example, the sign of the cross and responses. The children have the opportunity to become 'Faith Friends'. They have written their own prayer for meetings which they are very proud of. The role of the Faith Friends could be further developed with pupils taking the lead on what they would like to happen in the school more often. The level of independence in preparing worship evidently increases from the youngest to the oldest pupils, who display confidence in their role. This reflects a clear strategy for building up the skills of participation as pupils mature.

The provision for prayer and liturgy is good. It includes well established routines of daily prayer, adult-led worship and pupil led worship. The links with the local parish are being re-established and the school is actively working to improve them. Adults are very good role models who capably guide pupils in their planning. Leaders' work in promoting, monitoring and evaluating the provision for collective worship is good and appropriate policies for delivery are in place.

The school environment effectively demonstrates the Catholic ethos and nature of the school. Attractive displays, and the use of a range of artefacts such as a statue of Our Lady enhance prayer times. The school has an appropriately sized space for accommodating whole school assemblies, Masses and concerts. Well considered prayer focal areas within classrooms are linked to the liturgical calendar. They are colourful, welcoming and valued by all. They provide important focal points for the development of pupils' faith and they are thoughtful in their content including scripture passages and relevant artefacts. They are linked to the liturgical year. Parents are invited to be involved in the prayer life of the school, for example, by attending the Welcome Mass and the International Mass for Christ the King when children participated through reading and singing. Leaders, including governors, plan collective worship in accordance with the liturgical year. All staff understand the importance of prayer and liturgy and are well supported to deliver effective opportunities for high-quality experiences of prayer and liturgy. School leaders strive to offer the Sacrament of Reconciliation at key times in the liturgical year, especially during the seasons of Lent and Advent. Leaders and school staff facilitate the preparation for the Sacraments of Reconciliation and First Holy Communion in conjunction with the parish. Collective Worship enhances the distinctiveness of this Catholic school well.

Information about the school

Full name of school	Holy Family Catholic Primary School
School unique reference number (URN)	401657
School DfE Number (LAESTAB)	6813354
Full postal address of the school	Holy Family Catholic Primary School, Beechley Drive, Pentrebane, Cardiff CF5 3SN
School phone number	029 2056 5354
Headteacher	Mrs Louise Mills
Chair of Governors/Trustees	Miss Carol Corbert
School Website	https://www.holyfamilyprm.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	4-11 years
Gender of pupils	Mixed
Date of last denominational inspection	October 2013
Previous denominational inspection grade	Adequate

The inspection team:

Mr Lyndon Watkins
Mrs Caroline May

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