



Catholic Schools Inspectorate inspection report for Holy Family Catholic Primary School

URN: 136062

Carried out on behalf of the Most Rev. Malcolm McMahon, Archbishop of Liverpool on:

Date: 22nd – 23rd November 2023

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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 fully to the areas for improvement from the last inspection	√

Summary of key findings

What the school does well

- Relationships and support between all members of the school community are huge and commendable strengths to celebrate.
- Inclusivity across all faiths is at the heart of the school and evident in its values, which are embraced by the whole community.
- All practices within the early years' foundation stage are strengths, which enable staff and pupils to incorporate all learning areas fully, thereby maximising knowledge and understanding.
- The pupils are an absolute joy to be around, because of the love they share for the school in return for the confidence that they too are loved, cared for and safe.
- The level of pastoral care provided to all is a prominent and living expression of the school's mission, which contributes significantly to the happiness and well-being of all.

What the school needs to improve:

- Secure strong links between school and parish community.
- Provide staff with clearer guidance as to the link between relationships and sex education and the personal, social, health and education curriculum.
- Use age-appropriate scripture within prayer and liturgy, across all age groups.

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:.....

2

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



Pupils are able to articulate the school's mission, which is known and lived throughout the whole school community. Pupils know they are valued and cared for as unique individuals, and they recognise this in others. One pupil said, "Coming to school is like a second home. I feel safe here." Pupils of all faiths can speak well about how Jesus is an example, through their understanding and awareness of Catholic social teaching. This is instilled through the example and commitment of the staff to the mission of the school. The pupils are enthusiastic in their discussions about those they seek to help in pursuit of the common good and greatest need. They support a range of local and global charities including Alder Hey, Mersey Parks, Cafod and Macmillan. All pupils show a deep respect for each other and are proud of this. This is an inclusive school which "welcomes the stranger" daily. Children help others to be part of the school through their determination to break down barriers of language. Behaviour of all pupils is exemplary. This is reflected through their behaviour for learning in lessons and their strong relationships with each other and staff across the school.

There is a lived sense of community in the quality of the relationships between staff and their pupils. All pupils are fully aware of the mission and can talk confidently about what it means to them as an individual. Staff commitment to the school's mission is evident through the relationships with children and families. They are role models who clearly care about their pupils and each other. Pastoral care for all is a strength within the school and should be celebrated. The school is to be highly commended for its inclusivity of all cultures and beliefs. The school goes above and beyond to provide an enriching and enabling environment to meet the needs of its diverse population. The high-quality learning environment provides a safe haven for all its pupils and staff. Through the school's well-planned curriculum, each person is supported to have the highest holistic aspirations. Relationships are extremely positive between all. The school's provision for relationships, sex and

health education meets both statutory and diocesan requirements and is faithful to the teaching of the Church.

There is a firm commitment from leaders at all levels to promote and support the Catholic life and mission of the school. All leaders promote the archbishop's vision and ensure that Christ is always at the heart of everything. This is reflected through their engagement with the diocese and partnerships shared between other local primary schools within the area. Leaders communicate frequently with parents and carers about the school's mission through a variety of means. Parents are invited to share and celebrate regularly in school with staff and pupils. Parents recognise the inclusivity of the school and support this through their feedback and participation in events. The school's commitment to Catholic social teaching is a strength of the school. Leaders prioritise the well-being of staff. Leaders and governors ensure the curriculum is well planned, cohesive and progressive in its support of Catholic life and mission. Governors are fully supportive of leaders within the school and challenge appropriately. However, the school's own self-evaluation is not a true reflection of all that is to be celebrated in Catholic life and mission.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....	2
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



Pupils enjoy their religious education lessons and are enthusiastic about their learning. They make good progress over time because of the scaffolding provided by staff to aid independent learning. During observations staff used focused and specific questioning to deepen pupils' knowledge and understanding of the topics covered. As a result, pupils know and remember more. They are able to reflect upon their learning and relate these to real life experiences. Links were frequently made to prior learning enabling all pupils to participate in lessons. Key vocabulary is an integral part of each lesson. It is well-planned and taught in a style that enables pupils to understand. Exemplary behaviour in lessons, enables pupils to engage, concentrate and give their best. Pupils take great pride in their work and books are well presented. They know how to improve and readily explain their learning. They are given clear next steps to make progress. This results in their achievement of at least average attainment.

Teachers have good subject knowledge and plan inclusive and engaging lessons. They recognise and value the importance of Religious Education as the core subject and ensure the school fulfils the archbishop's requirements. Teachers questioning in lessons is effective and pupils respond appropriately. Learning activities are thoughtfully planned for all abilities. Time is also given within lessons for pupils to reflect spiritually on their learning. The pupils are particularly enjoying their use of scripture. Each class has a diverse range of cultures and faiths which are accommodated skilfully by effective planning. Vulnerable groups are supported well to ensure learning is in line with their peers and they are not left behind. Learning opportunities are planned creatively, encompassing a variety of teaching methods which engage the pupils including drama, music, images and art. This is embedded as regular practice across the school, especially in upper age classes. Good quality resources are used well to supplement learning. Teaching assistants are deployed effectively whilst supporting pupils.

Leaders ensure that the current Religious Education Curriculum Directory is followed and meets all requirements. Religious education is sufficiently timetabled across the school ensuring full parity with other core subjects. The early years foundation stage has implemented the new Religious Education Directory and its impact on the pupils learning is clear, even at this early stage. As a result, pupils needs are fully-met and progress is evident over time. Continued professional development opportunities are provided for all staff ensuring their knowledge and understanding is informed with current practice, which is used within their teaching and learning. The subject lead has a good oversight of teaching and learning in religious education, which is disseminated to other staff and leaders through in-house professional development and coaching. The curriculum is well planned by leaders at all levels ensuring progress is made by pupils when progressing through the school. Monitoring and evaluation of religious education is an ongoing process, which also needs to focus on all that is to be celebrated within religious education.

Collective worship

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

Religious education key judgement grade:.....	2
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	3



Pupils are involved in a range of liturgical experiences focused on a different theme each week, which are shared with the whole school community. These themes are linked to the liturgical year. Pupils reflect silently, sing joyfully and join in community prayer when asked. Pupils and teachers join in preparing and presenting prayer and liturgy. They are always enthusiastic about taking part in these activities and enjoy them greatly, stating, "We are able to be still." Through their prayer and liturgy sessions pupils are developing their connections between the wider curriculum and prayer. This is achieved by exposure to a variety of experiences within class, key phases and the whole school. They are regularly given the opportunity to reflect silently with reverence and respect.

Pupils within the school have positive attitudes towards prayer and worship. They are provided with opportunities to worship in a style that is inclusive and occurs daily. Scripture is used within worship to support the Catholic tradition but needs further development in being age appropriate, to enable access by all pupils. All staff model good practice when delivering worship and support pupils in planning and leadership. They use appropriate resources including music, images and other artefacts to reflect the richness of the resources of the Church. Prayer spaces are inviting, well maintained and accessible to all pupils. Pupils know how to use these spaces to pray and reflect and do so comfortably. Parents and carers are invited into the school frequently to share in its prayer life, which includes the celebration of key festivals.

Leadership of prayer and liturgy requires improvement because there is a limited understanding of the centrality of traditional prayer. Some of their skills in planning and preparing age-appropriate acts of worship need further development due to scripture not always being suitably matched to the age of the pupils. All leaders plan and set aside appropriate feast days and celebrations from

the liturgical year, including those linked to other faiths. Leaders work alongside the local parish to deliver, plan and implement the Sacrament of Eucharist. Leaders need to plan further monitoring opportunities that will support staff members with their knowledge and understanding of worship and its delivery. Worshipping opportunities are sufficiently enhanced through appropriate use of resources and budgeting. These resources provide an enriching focal point for all within the community.

Information about the school

Full name of school	Holy Family Catholic Primary School
School unique reference number (URN)	136062
Full postal address of the school	Upper Essex Street, Liverpool, L8 6QB
School phone number	0151-709-3672
Name of head teacher or principal	Mrs Rachel Davidson
Chair of governing board	Mrs Annamaria Roberts
School Website	www.holy-family.co.uk
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	Archdiocese of Liverpool
Gender of pupils	Mixed
Date of last denominational inspection	November 2017
Previous denominational inspection grade	Requires Improvement

The inspection team

Sarah-Jane Carroll	Lead inspector
Lyn Rawlinson	Team inspector

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