

Holy Family Catholic Primary School

URN: 104454

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

13–14 December 2023

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

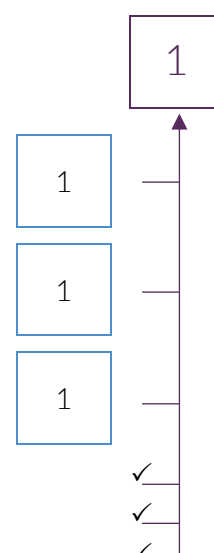
Collective worship (p.7)

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

- Strong leadership with a shared vision ensures that staff are confident and fully supported in the provision of Catholic life and mission, religious education and prayer and liturgy.
- Relationships are nurtured and valued so that all members of the school community feel safe, loved and respected.
- Practice within early years foundation stage is to be commended, allowing the children the best of starts to their learning journey.
- It is clearly evident the school is at the heart of the home, school and parish community.

- The children are well prepared for their next steps through a well-planned, coherent and relevant curriculum for personal, social and health education.

What the school needs to improve

- In religious education, ensure the consistent use of driver words within learning objectives across all year groups so that progress and level of challenge is evident.
- Provide pupils with opportunities to ask their own questions during religious education lessons to further develop and deepen understanding.
- Increase further pupils' participation in prayer and liturgy.

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



The Catholic life and mission of Holy Family is evident through the relationships between staff and pupils, and between children. There is a tangible sense of belonging and pride to be part of the '*Holy Family family*'. Relationships are built on mutual love and respect for each other at all levels. One member of staff said, "We truly believe we are a family and not just colleagues." The behaviour of pupils is exemplary. They talk enthusiastically about their school, their learning and about the enhancement opportunities experienced. There is a definite commitment to Catholic Social Teaching, of which the children speak about with knowledge and confidence. Each class has a designated charity and pupils understand their role in helping their local and global neighbours. Pupils work together to raise money for Cafod, Good Shepherd, Children in Need, Willowbrook and for the local foodbank. Pupils know that they need to help others and treat everyone with kindness and respect and these values are reflected in how they interact with each other. The pupils are given opportunity to become leaders and they are very proud to be able to share in this aspect of school life. Pupils speak enthusiastically of the actions taken in working towards the Live Simply Award, particularly their role in the development of a prayer garden.

The school's mission, '*Following in Jesus' footsteps we pray together, play together and learn together*' is deeply rooted in the ethos of the school and pupils articulate what it means to them. The mission is reviewed regularly so that it is relevant and reflective of the school community. The school values of 'respect, responsibility and resilience' are firmly embedded from Nursery right through to Year 6. The entire school environment is a showcase of its mission and values. The care and attention given to the quality of displays in corridors and shared areas contributes positively to the formation of the pupils as a continual sign of the Catholic character of the school.

Leaders and governors have a shared vision which permeates all aspects of school life. This results in staff feeling empowered to contribute positively to the life of the school and act as positive role models. Staff care deeply about each other. Their well-being is given the highest importance and the care and support offered by leaders is appreciated by staff. The provision of relationships and sex education is thoroughly planned and reflective of archdiocesan policy.

Leaders ensure there is ample opportunity to involve the wider community in the Catholic life of the school in such events as Mothers' Day tea party, grand parents tea party and Fathers' Day quiz. One parent stated: *"The Catholic ethos is at the heart of everything Holy Family does. For me, Catholic schools seem to have more of a sense of community and Holy Family definitely confirms this."* As a result, pupils have a sense of belonging and know how they can positively contribute to the community in which they live. Policies and practices are fully in place which prioritise Catholic life and mission. The head teacher and subject leader work closely together with a shared vision for Catholic life and mission, which is shared with governors. The governance of the school is strong and governors act as guardians of the faith. The governors know the school incredibly well and are aware of what the school does well and the challenges it faces. Leaders and governors have high expectations and hold clear aspirations for the school. They embrace and engage with continued professional development opportunities offered by the Archdiocese and newly appointed staff are well supported.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

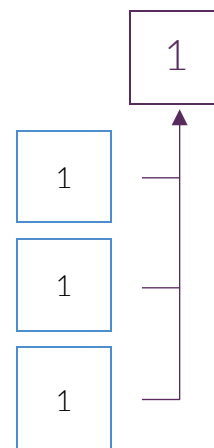
How well pupils achieve and enjoy their learning in religious education

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



The enabling environment in Early Years allows the children to get off to a flying start in their learning of religious education. The children in Nursery are encouraged and are able to use subject specific vocabulary in the correct context; for example, one child in nursery explained the school's values of respect, resilience and responsibility. These high expectations are sustained and built upon throughout key stage one and two as pupils develop excellent knowledge, skills and understanding. Pupils make consistently good progress which is in line with other core subjects. Work in books is presented beautifully, is of an exceptionally high standard and pupils are proud of their work. They talk with enthusiasm about their learning and can make links between topics, including those from previous years; proving pupils are knowing more and remembering more. Pupils experience awe and wonder in their religious education lessons because of the high-quality resources used that are engaging and exciting.

The work in books and in discussion shows that religious education is being taught creatively through drama, art, music, information communication technology and a variety of engaging writing tasks. The subject knowledge of teachers is strong across all year groups. They use questioning effectively to keep the pace of the lesson and the interest of the children, whilst deepening their understanding. All teachers refer to prior learning and build on what the pupils already know. Scripture is discussed and explained in detail, enabling the pupils to fully understand its meaning and significance. Feedback and marking is understood by pupils and they know how to improve their work. Teachers' verbal feedback during lessons is highly effective and pupils are given time to reflect and discuss before responding to probing and challenging questions. Teaching assistants are deployed effectively and contribute significantly to teaching and learning. Driver words are used in discussion both by teachers and the pupils

and used in books in some year groups. Displays in every classroom are of a very high quality, are relevant and include key vocabulary for the topic being taught. The teaching and learning of religious education is adapted to include pupils with special educational needs. Here as well, teaching assistants are well deployed in providing support, care and guidance to the most vulnerable learners. This ensures all pupils are achieving the best outcomes.

The curriculum for religious education is well sequenced and meets the learning required for the current religious education curriculum directory. The new Religious Education Directory has been implemented in the Early Years classes. Religious education has full parity with other core subjects and expectations regarding presentation, marking, feedback, challenge and reporting to parents. The subject leader, the headteacher and governors ensure that religious education is the 'core of the core' subjects. Communication between school and governors is excellent, resulting in all stakeholders knowing what the school does well and what their biggest challenges are. Teachers have a high level of confidence and are well supported by the dedicated and committed subject leader, whom the teachers and teaching assistants hold in high regard. She leads with passion, knowledge, commitment, and a drive for continued improvement; she is proactive in her role and is the driving force behind a recently created cluster network. The subject is monitored and evaluated thoroughly and effectively, and this task is shared amongst governors. Improvements have been made because of the rigorous system of monitoring, evaluation and feedback given. Teachers who are new to school, including early career teachers, are well supported and relevant professional development opportunities are provided. The overall vision and determination for high-quality teaching and learning in religious education, results in exceptional learning in religious education.

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

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

1

Experiences of prayer and liturgy are planned with careful consideration in accordance with the age and stage of children. Relevant Scripture is shared. This results in children being deeply engaged in prayer which is clearly embedded into the daily practice of the school. The pupils show such a positive attitude to worship and know how to be reverent, reflective and respectful. They know a wide range of prayers, both traditional and those unique to the school. Pupils are aware that prayer brings people closer to God. They were particularly proud when sharing the school prayer 'Jesus, Mary and Joseph' through recital and sign language. From Early Years right through to Year 6, it is evident that prayer and liturgy has a positive impact on the pupils both spiritually and emotionally. One parent stated that this is why *"Children enjoy their collective worship"*. Worship Warriors are proud of their role in leading worship across the school and enjoy having an important area of responsibility. They speak with confidence when discussing how they select which prayers and hymns to use and are fully confident in the use of the gather, listen, respond and go forth aspects of worship.

The school offers a range of liturgical celebrations throughout the year and these experiences reflect the prayer life of the Church. The school enjoys and actively promotes opportunities to bring the community together for such occasions. The head teacher, senior leaders and staff are perfect role models of exemplary practice and support the development of pupil prayer and reflection. Prayer is clearly central to the life of the school and this clearly links to the school's mission. Worship significantly contributes to the spiritual and moral development of pupils and in raising awareness of the dignity and difference of others. Pupils are given opportunity to pray in a range of ways including teacher and child led song, silence and reflection. Prayer is used meaningfully in times of joy and celebration and as a way to bring the school community together when spiritual comfort is needed. The network of origami cranes around the school is

an excellent example of how the community supported each other through a time of great sorrow. High quality resources are used creatively and help engage the children in meaningful ways. Prayer spaces are imaginatively used. These include outdoor spaces that pupils are enthusiastic about, as this enables them to experience the awe and wonder of God's creation. Parents, carers and the parish community are frequently invited to school to the 'rejoice' celebrations. Key liturgical celebrations are also inclusive of the wider community and parents appreciate this inclusivity.

The robust monitoring and evaluation schedule has helped staff further strengthen the delivery of prayer and liturgy and the support offered is valued by staff. Leaders prioritise the provision for prayer, liturgy and worship to uphold the Catholic life of the school. Staff regularly 'go the extra mile' in providing liturgical worship for the entire school community. Leaders ensure the liturgical year is followed and particular celebrations and holy days are marked to enable further opportunities to bring the school community together. Policies are working documents and staff find the planned scripture and themes a useful tool to ensure consistency and relevance of prayer across all key stages. Continued professional development is offered with a particular focus on staff who are new to school and to early career teachers.

Information about the school

Full name of school	Holy Family Catholic Primary School
School unique reference number (URN)	104454
School DfE Number (LAESTAB)	3403307
Full postal address of the school	Holy Family Catholic Primary School, Hall Lane, Cronton, Widnes, WA8 5DW
School phone number	01514243926
Headteacher	Helen Rooney
Chair of Governors	James Wilson
School Website	www.holyfamilycronton.co.uk
Trusteeship	Archdiocese of Liverpool
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	4 th October 2016
Previous denominational inspection grade	Outstanding

The inspection team

Lyn Rawlinson

Lead inspector

Karl Landrum

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

