

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

HOLY FAMILY CATHOLIC PRIMARY SCHOOL
Parliament Street
Armley
Leeds
LS12 2LH

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| School URN | 108026 |
| School DfE Number | 3833372 |
| E-mail address | headteacher@holyfamily.leeds.sch.uk |
| Chair of Governors | Michael Johnson |
| Headteacher | Peter McQuillen Strong |
| RE Subject Leader | Jen Wolfe (Acting subject leader) |
| Date of Inspection | 6 th – 7 th December 2012 |
| Section 48 Inspector | Mrs Christine Rothwell |

INTRODUCTION

The Inspection of Holy Family Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self - evaluation. The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

The inspector observed six Religious Education (RE) lessons across the key stages (KS), one circle/PSHE session, two class Collective Worship, two key stage Collective Worship and a class assembly with an Advent focus. She held meetings with the headteacher, RE subject leader, Parish Priest, Governors, the school council and parents. She examined school documentation including the RE subject leader's file, planning and assessment files, monitoring and evaluation records, meeting minutes and a sample of pupils' workbooks from each year group.

The inspector reviewed many aspects of the school's work, looking in detail at the following:

- The effectiveness of the monitoring and evaluation strategies in RE;
- Assessment of RE and tracking of pupils' attainment;
- The opportunities for pupils to develop their knowledge of other World faiths.

INFORMATION ABOUT THE SCHOOL

Holy Family Catholic Primary School is single form entry with nursery provision serving the Catholic community in the Parish of Holy Family in the Diocese of Leeds. There are currently 206 pupils on role. It is in an area of high deprivation with 32.8% of pupils currently eligible to free school meals. Those pupils eligible for Pupil Premium indicates that Holy Family is in the top 20 when compared nationally. There has been a significant increase in pupils who are at risk and have open Child Protection files. Alongside this are a high proportion of pupils who are suffering emotionally through the family unit breaking up. The school has 7.8% of pupils with English as an additional language. There are 22.8% of pupils on the special needs register which is above the Local Authority and National average. Mobility is an on going concern for the school with an average loss/gain of two pupils per year group. Pupils from Holy Family mainly transfer to Mount St Mary's High School. The school has eight full time and two part time teachers and eighteen support assistants. There are 8.6 Catholic teachers, five of whom hold the Catholic Certificate for Religious Studies. (CCRS) There have been significant changes to the governing body with both the Chair and Vice Chair only being in post for one term.

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Satisfactory, 4 is Inadequate

OVERALL EFFECTIVENESS

2

This is a summative judgement based on the 2 judgements below: Outcomes for individuals and groups of pupils, provision for Catholic education (includes effectiveness of leaders and managers) and capacity for sustained improvement.

OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

2

CAPACITY FOR SUSTAINED IMPROVEMENT

2

Main findings

Holy Family is a good school with outstanding features. The strength of the school lies in a committed leadership team who share the same vision and determination to improve attainment and their effectiveness in developing the Catholic life of the school. The welfare of the pupils is outstanding with staff going that extra mile to provide pupils with memorable experiences. Morale is very good and belief in the school's success runs through staff, governors, pupils and their parents. When asked why parents should send their children to the school the pupils were unanimous that,

"It was a great school where everybody cared for each other."

The Holy Family community lives out the Gospel in their everyday lives with staff providing an excellent example of their faith to the pupils. Their Mission statement,

'...every person is gifted, unique and loved by God with an immense capacity to achieve great things with Christ as inspiration',

Truly drives every aspect of school life creating a loving, caring ethos where everybody is valued and nurtured. Pupils' behaviour is very good both in the classroom and around the school. Parents are supportive and speak highly of the school referring to it as

'A loving family' and 'we're fully involved because teachers really care', and a place where their children 'feel safe and are really happy and love coming to school'.

All areas identified for improvement during the last inspection have been achieved with further steps for improvement identified in the RE Action plan. Liturgical and spiritual participation in the parish are vital in the Catholic life of the school. The parish community supports life in the school and the school community in turn shares in the parish life. The parish priest says class and whole school Masses and leads a range of liturgical services.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

- To develop pupil responsibility in planning and leading Collective Worship.
- To include the 'next step' when marking pupils work, in order to enable them to progress more effectively.
- To ensure differentiation challenges all pupils to reach their potential especially the more able child.
- To reduce the initial discussion time enabling pupils more time on the main activity in the lesson.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups.

2

The social moral and spiritual development is a major strength of the school and this is as a result of the dedication of all members of staff to the Mission of the school. Adults are very good role models and willingly share their own faith and values with the pupils in this supportive and caring school.

The majority of teaching is good with some being outstanding which is evidenced in the pupils learning. Where the teaching is outstanding there is a stimulating approach actively engaging all pupils, excellent use of ICT such as pupils using videos or comic strips, differentiated and various approaches used by pupils to record their work. Where teaching was not as good pupils were restless due to long introductions to the lessons and tasks lacking stimulation. Rigorous monitoring and tracking of progress by the subject leader ensures pupils make good progress. Pupils happily shared their work and most knew their RE targets. Their work is presented neatly, both in books and in attractive displays around the school. The pupils are knowledgeable about other religions and are able to discuss customs and beliefs of other faiths.

The quality and progress of learning for pupils with particular learning needs and/or disabilities is very good with some achieving outstanding progress. This is due to the nurturing support of the classroom assistants who are dedicated to their role. Pupils make good progress in RE during their time at the school. They receive an outstanding start to school life that provides a firm foundation, which is developed as they progress through the school. In July 2011, most pupils achieved Level 4 in year 6 with 5 pupils achieving Level 5.

Respect and care of others is a strength of the school as is demonstrated by older pupils being buddies to younger pupils. Pupils take care of the school and grounds, which are clean and tidy even though they have had disruption due to the building work. The range of extra curricula activities such as nature club, performing arts, living classroom, family art club give the pupils the opportunities to experience different areas of learning. Pupils appreciate these experiences and the staff who organize events. Comments such as:

“It was really hard work and cold sometimes but the peas were sweet and tasty.”

Or the comment from a grandparent at the art club,

“I enjoy coming for a chat and to meet people in my community.”

Pupils willingly raise money for others such as The Good Shepherd as well as raising funds to support causes in the school.

Collective Worship at Holy Family is good with the pupils having a sound understanding of the religious seasons and feasts. The pupils are reverent and attentive, reflecting quietly and spiritually on the theme of the worship in an appropriate setting. They demonstrate a deep understanding of and a responsive attitude to the readings and prayers singing often with meaningful actions. Pupils preparing their own acts of worship with the inclusion of dance and drama would further enhance the quality of worship and increase pupil participation. Pupils distinguish between the spiritual and the material recognising that God is at the centre and plays a part in their lives. The range of meaningful and thoughtful Advent promises emphasised their moral values as opposed to the materialistic nature of Christmas.

These are the grades for pupils' outcomes

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| How well pupils achieve and enjoy their learning in Religious Education. | 2 |
| Taking into account: | |
| • the quality of pupils' learning and their progress | 2 |
| • the quality of learning for pupils with particular learning needs and/or disabilities and their progress | 1 |
| • pupils' attainment in Religious Education | 2 |
| The extent to which pupils contribute to and benefit from the Catholic life of the school. | 1 |
| How well pupils respond to and participate in the school's Collective Worship. | 2 |

PROVISION

How effective the provision is for Catholic education.

2

Most of the teaching is effective in ensuring that pupils are motivated and engaged. The majority is securing good progress and learning has some outstanding features. There are assessment procedures in place, which already indicate that progress is at least good and for some it is outstanding. As the tracking system becomes 'more embedded' and 'next step' targets used effectively, attainment could be outstanding. Regular assessment of work ensures pupils are aware of their progress with parents being informed enabling them to support their child.

Pupils' spiritual, moral and cultural understanding is very good. The Wednesday Word is used in Key Stage Collective Worship where pupils are introduced to the readings and key words. Parents appreciate the Wednesday Word in their homes and feel that it also helps

them to understand the readings at Mass. The school meets the designated 10% of curriculum time and are enjoying the new scheme 'The Way the Truth and the Life'. Holy Family effectively use 'Statements to live by' as the core of their emotional, social and personal relationship programme. These permeate everyday life in the school creating a caring, happy and thoughtful atmosphere where every child and adult can feel secure and loved.

These are the grades for the quality of provision

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| The quality of teaching in Religious Education. | 2 |
| The use of assessment to support learning in Religious Education. | 2 |
| The extent to which the Religious Education curriculum meets pupils' needs. | 2 |
| The quality of Collective Worship provided by the school. | 2 |

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School.

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| 1 |
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Leadership at Holy Family has a clear vision, is deeply committed to the Church's mission in education and is effective at all levels. The headteacher shares this vision and involves everybody in achieving it. He ensures people feel valued, building on individual strengths of staff in meeting the needs of pupils and for the benefit of the school community. Leadership of RE is outstanding and the subject leader maintains effective systems for monitoring and evaluating, challenging and supporting, ensuring responsibilities are met.

Governors have a good knowledge of the school and are aware of the standards achieved and factors that could hinder progress. They are supportive of methods taken to overcome these factors and appreciate the commitment of staff in addressing them. Governor's links with a year group as they go through the school shows a commitment to their involvement and desire to further improve the school family.

The Governors operate an effective recruitment and selection policy and monitor the professional development of staff. The school has had many changes in staff in the last three years and new members have quickly become part of the school community making a valuable contribution to its development.

Governors and the leadership team share a clear vision of how the school might improve further, setting out their aims in a clear action plan.

The school has developed a range of partnerships in which the pupils benefit significantly whether emotional, physical or social. The holidays that pupils would not experience without the support of staff and the St Vincent de Paul or Mencap enrich their lives. The theatre trips that involve whole family entertainment or the living classroom which allows pupils to share in caring for animals benefit pupils' well-being. All the activities that are provided are welcomed and appreciated by the pupils and their families.

These are the grades for leadership and management

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| How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils. | 1 |
| How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils. | 2 |
| The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met. | 2 |
| How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being. | 1 |
| How effectively leaders and managers promote Community Cohesion. | 1 |