



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### HOLY FAMILY CATHOLIC PRIMARY SCHOOL

#### SOUTHPORT

---

|                         |                             |
|-------------------------|-----------------------------|
| Inspection Date         | 26 February 2019            |
| Inspectors              | Mrs Pat Peel Mrs Maria Eves |
| Unique Reference Number | 104915                      |

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

---

|                         |                                                        |
|-------------------------|--------------------------------------------------------|
| Type of School          | Catholic Primary                                       |
| Age range of pupils     | 3 - 11                                                 |
| Number on roll          | 202                                                    |
| Chair of Governors      | Mrs. Bernie Shiels                                     |
| Headteacher             | Mrs. Louise Morton                                     |
| School address          | Norwood Crescent<br>Southport<br>Merseyside<br>PR9 7DU |
| Telephone number        | 01704 213084                                           |
| E-mail address          | head.holyfamilyprimary@schools.sefton.gov.uk           |
| Date of last inspection | February 2014                                          |

# Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- Holy Family is an average sized Catholic Primary School situated in Southport serving the parish of Holy Family.
- There are children 202 on roll of whom 150 are baptised Catholic, 27 come from other Christian denominations. 25 have no religious affiliation.
- There are ten teachers. Ten of which teach Religious Education. Six teachers are baptised Catholic. Five teachers have a suitable qualification in Religious Education.
- Since the last Section 48 Inspection there has been a new Religious Education subject leader appointed.

### Key for inspection grades

|         |                      |
|---------|----------------------|
| Grade 1 | Outstanding          |
| Grade 2 | Outstanding          |
| Grade 3 | Requires Improvement |
| Grade 4 | Inadequate           |

---

© 2019 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

# OVERALL EFFECTIVENESS

Holy Family is an outstanding school in providing Catholic Education.

## CATHOLIC LIFE

### The extent to which the pupils contribute to and benefit from the Catholic Life of the school

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils truly appreciate, value and actively participate in the Catholic Life at Holy Family. They know, own and live out their Mission Statement, *'Living, loving and learning as followers of Jesus Christ,'* every day.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary.
- In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others and have a very good understanding of right and wrong.
- Pupils successes as part of the *'Going for Green'* initiative are celebrated at their weekly assemblies along with *'I've been Spotted'* card holders being recognised for exceptional behaviour and conduct. *'Shining Stars'* are recognised for gaining a variety of accolades and certificates both inside and outside school on the weekly newsletter.
- Pupils enthusiastically embrace the demands that being members of the school community entails such as becoming school and eco councillors, prefects, buddies, play leaders, worship warriors and welcome ambassadors.
- They take a leading role in those activities which promote the schools' Catholic Life and Mission both within school and in the wider community such as fundraising for numerous charities e.g. *CAFOD, Save the Children, Children in Need, Indonesian Tsunami Appeal* to name but a few. Within the locality they support the *Christ Church Soup Kitchen, Queens Court Hospice, and the Sefton Food Bank*. They are alert to the needs of others and seek justice for all.
- Pupils value and fully participate in the opportunities provided by the school including a range of before, lunchtime and after school clubs in support of the *Children's University* such as; aspects of the curriculum, choir, mindfulness, ICT and a range of seasonal sports.
- Pupils take full advantage of the opportunities the school provides for their personal support and development. They have an outstanding sense of belonging and are proud of their school. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. On the day of inspection, a pupil commented that, *"They felt school was like home because they were treated with love and respect by everyone."* Another child added, *"No-one ever gets left out here."*
- Pupils, appropriate to their age and capability, have begun Relationships and Sex Education lessons within the context of a Christian understanding but this is in its infancy and needs to be further embedded into school life across the school year.
- Pupils in Year 6 have the opportunity to undertake an outdoor educational residential visit to the *Conway Centre*, at Plas Menai on Anglesey in Wales.
- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others. They are proactive in supporting a wide range of school and community events.

- The pupils are very proud of being awarded *Dementia Friends* status and having links with Holly Bank, the local nursing home.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result, they are involved with parish celebrations and activities, irrespective of their own faith commitments. This year they have embraced the Eucharistic Congress, '*Adoramus*' and shared in praying before the Blessed Sacrament.
- Pupils feel able to express a pride in their own religious and cultural beliefs.

### **The quality of provision for the Catholic Life of the school**

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement, "*Living, loving and learning as followers of Jesus Christ,*" truly reflects the educational mission of the Church at Holy Family. It underpins every aspect of school life.
- All staff are fully committed to its implementation across the curriculum. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school.
- Holy Family is an extremely warm, welcoming and supportive school. There is a keen sense of community at all levels, evident in the high-quality relationships and the centrality of prayer to the whole community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The aesthetically pleasing displays, classroom focus' and reflective prayer spaces all create an overwhelming yet calm ambience which exudes Holy Family's catholicity and ethos. This is tangible throughout the school.
- The school benefits from its outside woodland nature trail walkway and prayer area. It is used extensively throughout the year in support of all aspects of the curriculum.
- Staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils inside and outside of the classroom.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person through its fundraising, eco stewardship and numerous outreach opportunities. This is a real strength in the school.
- The school is currently working towards '*School of Sanctuary*' status in recognition and celebration of its diversity and commitment to inclusion.
- The school provides opportunities for the spiritual and moral development of all pupils and staff through prayer, enrichment days and continuous professional development opportunities i.e. accessing Archdiocesan training and attending in-service days.
- Clear policies and structures are in place, which provide the highest levels of pastoral care for pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The school provides lots of opportunities for staff and pupils to undertake and support the wider community links e.g. the Southport Learning Partnership, Christ the King High School, Southport Youth Workers Trust etc.
- The Parent Support Advisor is extremely effective and highly valued in the school community for the work that she does in supporting pupils and their families.
- The school is equally attentive to the pastoral needs of members of staff and pupils and ensures that every member's needs are understood and catered for. They have an excellent relationship with the parish community and the St. Vincent de Paul Society routinely work with the school to support vulnerable families.
- The school has a very active Friends of Holy Family group which supports the school by organising social and fundraising events.

- The school staff actively supports the parish, the pupils and their families undertaking the With You Always Sacramental programme.
- All the relevant documentation is in place and the school has made a commitment to support Relationships and Sex Education using *Journey in Love* and *No Outsiders* alongside Personal, Social and Health Education, Mindfulness, *Sally Programme* and other outside agencies.
- The school hosts 'Frantastic' wrap-around (before and after school) provision throughout the year. This is popular and very well attended.

### **How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The schools' leadership is deeply committed to the Church's mission in education. Leaders are energised by the task and are a source of inspiration for the whole community. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given priority by leaders and is reflected in the school's self-evaluation document which is a coherent reflection of monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school.
- Relationships at every level are outstanding. The school operates exclusively as one team, and this is the key to its success.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. Members of the senior leadership team have attended the Archdiocesan Spirituality Conferences. As a result, staff understanding of the school's mission is outstanding. Staff are regularly involved in shaping and supporting it. The whole school community was recently involved in reviewing the Mission Statement.
- The school has successful strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. More recently the school has appointed a Polish speaking assistant in recognition of its rich, diverse cultural needs. The school offers an open-door policy, sends out regular newsletters and has an up-to-date website. As a result, parents and carers have an outstanding understanding of the school's mission and are very supportive of it.
- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. There is a link governor for Catholic Life and Religious Education.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision for the Archdiocese throughout the school.
- Leaders and governors have made a commitment to further develop Relationships and Sex Education throughout the school alongside Personal, Social and Health Education.

## **RELIGIOUS EDUCATION**

### **How well pupils achieve and enjoy their learning in Religious Education**

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils, from their varied starting points, make excellent progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. Pupils are aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills to further develop as competent learners. Information communication technology (ICT) is used extensively in Religious Education to support pupils learning.
- Pupils concentrate well and understand how well they are doing. Discussions with them showed that they were very adept at making links between what they were learning and their everyday lives.
- Pupils are actively involved in further developing their own understanding using talk partners and small group discussions. They are confident and can articulate their thoughts and ideas in a mature way. This was particularly evident in a discussion on the 'Our Father' prayer where a child suggested, *"...our daily bread is a metaphor not for physical food but for everything that God provides for us."*
- Pupils approach their lessons with interest and enthusiasm. This was evident as pupils quickly settled to tasks and responded positively throughout.
- Pupils enjoy a range of activities and respond well to opportunities which extend their learning. Behaviour for learning is exemplary because pupils enjoy Religious Education and disruptions in lessons are unusual.
- The quality of pupils' current work, orally in class and in books, is outstanding. Pupils take pride in their workbooks and the presentation is of a very good standard. The Rejoice celebration big books started in September are a real celebration of all the work which takes place during Religious Education lessons.
- Pupils' are undertaking formal assessments in line with Archdiocesan guidance and evidence kept.

### **The quality of teaching, learning and assessment in Religious Education**

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- On the day of inspection there was some outstanding practice observed with nothing less than good. Teachers and other adults used the language of the standards i.e. driver words routinely as part of their repertoire to enhance pupils growing awareness of challenge during lessons.
- Staff are using the most up to date Archdiocesan template for planning Religious Education.
- Teachers plan very good lessons and use the language of the standards i.e. driver words. It is linked to pupils' on-going assessment and will improve even further as the new interim standards become more familiar over the coming months.
- Teachers are confident in their subject knowledge and have a very good understanding of how pupils learn.
- Teachers employ a range of appropriate strategies, including individual, paired and collaborative work. Consequently, pupils are inspired, motivated and concentrate extremely well in lessons.

- There is evidence in books of continuity in lessons and across sequences of lessons. Parents are routinely invited to the Rejoice celebration assembly aspect of the topics.
- Throughout lessons teachers used questioning techniques very well. They adapted explanations and tasks using the language of the standards i.e. driver words catering for the needs of all pupils.
- Formal assessments are undertaken in line with Archdiocesan guidance and portfolios of evidence kept. These are shared and moderated at cluster meetings with other schools to ensure exemplars of best practice are up to date and relevant.
- Enjoyment of and enthusiasm for Religious Education is promoted using high-quality resources e.g. Come and See website, God's and Church's Story, audio and visual media, iPads, etc.
- Other adults are used very effectively to optimise learning for pupils who need their support. During lessons they work hard to develop pupils' confidence in undertaking and completing tasks. Signing is used routinely in the school and this was used to great effect in Reception to engage all pupils in their learning.
- Evidence in books shows that marking is very positive.
- Achievement and effort are celebrated immediately leading to outstanding levels of motivation from pupils.
- Pupils have studied Judaism and Hinduism is scheduled to be taught in the summer term as part of their Religious Education lessons. This is an area the school has recognised needs further development to ensure visits to other places of worship and visitors are used to enhance this area of the curriculum. This helps to promote tolerance and respect for others of a different Faith or religion.

### **How well leaders and governors promote, monitor and evaluate the provision for Religious Education**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect in each key stage.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including professional development, resourcing, staffing and accommodation. The subject leader regularly attends Archdiocesan in-service training and meets together with other cluster schools to support monitoring and evaluation of the subject. There is a great commitment to staff undertaking Continuous Professional Development in all aspects of leadership in the school.
- Since the last inspection the *Come and See* programme has been fully implemented across the school and all relevant documentation e.g. planning, monitoring and tracking are fully embedded.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is informed by best practice in Religious Education.
- Considering the Bishops directive to implement the new standards of assessment, the school has developed whole school tracking in line with other core curriculum subjects. Leaders are currently monitoring this to ensure both its efficiency and effectiveness in raising standards further.

- The subject leader for Religious Education is a real strength in the school and has worked hard to seamlessly take over the role and make it her own. Colleagues say that they highly value her support and guidance. She has a high level of expertise, is enthusiastic and totally committed to ensuring pupils needs are met. Since the monitoring visit she has continued to drive forward the subject and is endeavouring to further improve teaching and learning in Religious Education.
- Leaders and governors ensure that Religious Education is planned to meet the needs of different groups of pupils. There is a link governor for Religious Education who supports the subject leader in her role.

## **COLLECTIVE WORSHIP**

### **How well pupils respond to and participate in the school's Collective Worship**

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils are developing a firm foundation for liturgy and join in collective responses appropriately.
- Pupils act with reverence and are keen to participate in Collective Worship. Collective Worship ambassadors and Worship Warriors are used across the school and pupils commented that they "*...love prayer times and helping to set up worship focus'.*"
- They sing and sign joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Pupils are involved in planning, preparing and leading worship with confidence, enthusiasm and a degree of independence.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer. A child commented, "*We don't just recite prayers, we really pray them, and more importantly we understand them!*"
- Pupils value and participate voluntarily in liturgy and prayer and say that they really enjoy taking part in Collective Worship.
- Pupils have an outstanding understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths and cultures.

### **The quality of Collective Worship provided by the school**

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is a core part of the life at Holy Family and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- Staff regularly use 'Come and See for Yourself' Collective Worship materials prior to beginning a new Religious Education topic.
- Collective Worship and resourcing is given a high priority in the school. Portfolios of evidence are collated for monitoring purposes. 'Pop-up' reflective prayer stations are

regularly used to enhance the prayer life of the school. These are beautifully created and maintained areas which are well used by both staff and pupils.

- Following more recent training staff have become more skilled in helping pupils to plan and deliver quality worship and are providing opportunities for pupils to develop a firm foundation for liturgy.
- Collective Worship has a clear purpose, message and direction. Evidence suggests these experiences for both pupils and staff are very reflective and prayerful.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have outstanding experiences of the Church's liturgical life.
- Opportunities for Collective Worship are planned in a manner that facilitates attendance by other adults associated with the pupils and school. *Stay and Pray* is regularly offered to parents and response to this invitation is excellent.
- The recently appointed parish priest is fulsome in his praise of the school community. He visits the school and regularly presides at celebrations of the Eucharist.

### **How well leaders, governors promote, monitor and evaluate the provision for Collective Worship**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders and governors have made a commitment to enhance the prayer life of the school. There is a link governor for Collective Worship.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship. There is a policy in place for Collective Worship.
- Resources are regularly reviewed and purchased to enhance Collective Worship experiences and 'pop-up' areas around the school.
- Leaders have an excellent understanding of the Church's liturgical year, seasons and feasts.
- Leaders of Collective Worship within the school are appropriate models of good practice for staff and pupils.
- Leaders promote pupils' planning and leading Collective Worship. By staff facilitating throughout worship opportunities they ensure meaningful, quality experiences are delivered.

## What the school needs to do to improve further

- Further develop the work being undertaken in Catholic Life by:
  - continuing to embed '*Journey in Love*' and '*No Outsiders*' into lessons throughout the school year to support Relationships and Sex Education alongside Personal, Social and Health Education.
- Raise the standards of attainment in Religious Education further by:
  - Continue evaluating the new tracking system for Religious Education considering the changes to assessment in line with the requirements of the Bishops of England and Wales;
  - further develop ways to enhance the other Faith and religions aspect of the curriculum to include visits to other places of worship and visitors to school;
  - continuing to address the areas identified on the Self Evaluation Document.

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

|                                                             |   |
|-------------------------------------------------------------|---|
| How effective the school is in providing Catholic Education | 1 |
|-------------------------------------------------------------|---|

### CATHOLIC LIFE

|                                                                                                                |   |
|----------------------------------------------------------------------------------------------------------------|---|
| The extent to which pupils contribute to and benefit from the Catholic Life of the school                      | 1 |
| The quality of provision for the Catholic Life of the school                                                   | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school | 1 |

### RELIGIOUS EDUCATION

|                                                                                                    |   |
|----------------------------------------------------------------------------------------------------|---|
| How well pupils achieve and enjoy their learning in Religious Education                            | 1 |
| The quality of teaching, learning and assessment in Religious Education                            | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for Religious Education | 1 |

### COLLECTIVE WORSHIP

|                                                                                                   |   |
|---------------------------------------------------------------------------------------------------|---|
| How well pupils respond to and participate in the school's Collective Worship                     | 1 |
| The quality of Collective Worship provided by the school                                          | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for Collective Worship | 1 |

|                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Key to judgements: Grade 1 is Outstanding, Grade 2 Outstanding, Grade 3 Requires Improvement and Grade 4 Inadequate</i></b> |
|-----------------------------------------------------------------------------------------------------------------------------------|