

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL  
AND  
RELIGIOUS EDUCATION**

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**School:** Holy Family Catholic Primary School

**Address:** Ostley Bank  
Barrow- in-Furness  
Cumbria  
LA13 9LR

**Telephone Number:** 01229 828018

**Email address:** [manager@holyfamily.cumbria.sch.uk](mailto:manager@holyfamily.cumbria.sch.uk)

**School URN:** 112366

**Headteacher:** Mrs Kate Waplington

**Chair of Governors:** Mr Tony Rooney

**Section 48 Inspector:** Mrs Adrienne Delaney

**Date of Inspection:** Tuesday 22<sup>nd</sup> October 2013

The inspection report is produced for the Rt. Reverend Michael Campbell O.S.A., the Bishop of Lancaster (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious 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.

## **INFORMATION ABOUT THE SCHOOL**

Holy Family School is an average sized primary school situated in a residential urban area of Barrow in Furness. The majority of pupils are baptised Catholic and live in the local area. Eligibility for free school meals is very low (1%).

Most pupils are of British heritage. The number of pupils with English as an additional language (EAL) is small (4%) but expected to grow.

## **FACTUAL INFORMATION**

### **Pupil Catchment:**

Number of pupils on roll:	225
Planned Admission Number of Pupils:	30
Percentage of pupils baptised Catholics:	86%
Percentage of pupils from other Christian denominations:	0.4%
Percentage of pupils from other faith backgrounds:	0%
Percentage of pupils with no religious affiliation:	12%
Percentage of pupils from ethnic groups:	4%
Percentage of pupils with special needs:	4%

### **Staffing**

Full-time teachers:	6
Part-time teachers:	6
Percentage of Catholic teachers:	58%
Percentage of teachers with CCRS:	33%

### **Percentage of learning time given to RE:**

R	10%	Yr 4	10%
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

### **Parish served by the school:**

1. Our Lady of Furness

**Overall Effectiveness**

**1**

**Capacity for sustained improvement**

**1**

## **MAIN FINDINGS**

Holy Family is an outstanding, inclusive Catholic school which is led by a committed head teacher who has high expectations of all at Holy Family. This has a significant impact on the school community and results in a positive Catholic ethos where pupils are well-behaved and polite. The school gives a high priority to pupils' spiritual and moral development.

The head teacher's vision for the school is shared by governors, senior leaders and staff. Good relationships are evident and these are helping to build a harmonious and inclusive community. The school has successfully acted upon areas for improvement since the last inspection and outstanding procedures for whole school assessment of pupil progress (APP) are now in place.

Pupils are happy to come to Holy Family School and they demonstrate pride in their school, which results in positive attitudes to learning. The progress of pupils across the school is good with improvement evident since the last RE inspection. Baseline assessments indicate that pupils are below the expected standard in RE on entry. All groups make good progress, attainment is high and pupils' religious literacy is well developed. Teachers deploy support staff well to assist pupils, particularly those with special educational needs and disabilities (SEND) and they progress well. They also use support to challenge more able pupils. The school offers pupils opportunities to contribute to the Catholic life of the school. Pupils show interest in the spiritual and moral values of others and respond in a caring manner to those in need. They are independent in preparing prayer and acts of worship and their response to these is good.

The school provides an outstanding Catholic education for pupils. Through focussed staff development teachers and support staff have good subject knowledge, resulting in good, and in some cases outstanding, teaching in RE. Marking includes positive comments and there is sometimes advice for pupils as to how to improve their work, although this is not always consistent across all classes. Assessment and monitoring systems are in place and have a positive impact on individual pupil progress. The school keeps parents and carers informed of their children's learning and progress. The RE curriculum is outstanding with many additional resources used to enhance it. The quality of Collective Worship is outstanding with pupils taking ownership of preparation and delivery.

The head teacher and RE subject leader have a clear vision for RE and for the Catholic life of Holy Family: both are committed to improving outcomes for pupils. Leaders have a clear sense of direction and purpose with regard to curriculum RE. Leadership in the subject is very efficient and is centred on the continuing development of best practice in RE delivery. The head teacher is aware of the needs of her own, and of her staff's, professional development. In consequence staff are competent and committed to ensuring that each child reaches his/her potential in RE. Governors have a commitment to discharging their responsibilities well and are eager to both challenge and to support the school. The school has established successful partnerships with other providers and organisations to promote Catholic learning.

## **Capacity for sustained improvement**

The school's capacity for sustained improvement is outstanding due to the leaders' clear understanding of their roles and a sustained, strategic approach to self-evaluation. Clear and accurate self-evaluation has led to governors, the leadership team, teachers and support staff working in school to demonstrate a good understanding of areas for development. The RE subject leader monitors standards very well and, with support of the leadership team, is driving forward good practice to achieve the best outcomes for pupils in Holy Family.

## **What the school needs to do to improve further**

Continue to raise standards in Religious Education by:

- disseminating the existing good practice in marking across all classes to enable all pupils to be aware of their individual targets.

## **PUPILS**

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

<b>1</b>
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The school evaluates that the quality of outcomes for pupils is outstanding and inspection confirms this evaluation. Pupils across the key stages and of various groups enjoy RE and have positive attitudes towards their learning. They speak with enthusiasm about their lessons. "We learn that we should be like Jesus!" said a Y5 pupil. Their knowledge, understanding and skills are developing rapidly as they progress through school and are aware of what is expected from a Catholic community. "We respect and care for others here" declared a Y4 pupil when interviewed. From low starting points, evidence shows that almost all pupils make good progress in RE through the foundation stage and through key stages one and two. Pupils who have special educational needs or disabilities (SEND) make good progress as a result of carefully focussed teaching, additional classroom support and well monitored interventions. Attainment is good across all key stages and a significant number of pupils exceed expectations in RE. Pupils have a sense of religious literacy and standards are in line with nationally expected averages.

Parents' replies to the inspection questionnaire show that they are satisfied with their children's progress in RE. Pupils are making a good contribution to the Catholic life of the school and derive benefit from it. They are reflective and can articulate their own beliefs whilst demonstrating respect for the religious views of others. They participate well in prayer and sing joyfully. The older pupils are willing to take on additional responsibilities, such as becoming school prayer leaders. They participate in activities within the class, the school and in the local and global community. Pupils acknowledge that this helps them to become better people. A Year 6 pupil said "Our code of conduct says that Jesus is at the heart of our school. That is the truth." They show respect for religious artefacts and objects in school. Their knowledge of other faiths and cultures is very good and they demonstrate outstanding knowledge of other world faiths. Pupils understand the importance of key celebrations during the liturgical year and respond well to a variety of liturgies. They understand the need for forgiveness and have a good understanding of right and wrong. A Key Stage 2 pupil said "We are loving and sharing and generous to each other."

Pupils' response to and participation in Collective Worship is outstanding; they are reverent and eager to contribute to prayer, worship and liturgies. Their scriptural knowledge is well-developed by the time they reach the end of Key Stage 2. They have an excellent understanding of the liturgical year and are able to speak with confidence about the Year of Faith. Pupils have an exceptional respect and compassionate attitude towards one another.

## LEADERS AND MANAGERS

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

1

The school's self-evaluation judged leadership and management to be outstanding; inspection agrees with this judgement. School leaders promote the Catholic life of the school very well. Governors, head teacher and senior leaders, together with a very dedicated RE leader, give the Catholic mission of the school priority and pupils' moral and spiritual development is at the heart of school improvement. The commitment, energy and drive of the head teacher and leaders inspire the whole school community.

The head teacher, together with senior leaders and the RE leader, ensure that outcomes have a positive impact on teaching, learning, progress and standards in RE. The head teacher has high expectations of staff and pupils in school, driving up standards and effecting continuous improvement. This is demonstrated by good results achieved over time.

Governors challenge and support the Catholic life of the school and have a secure knowledge of the school's strengths and areas for development. They are proactive in planning for continuous improvement. The priests serving this newly formed parish are regular visitors to the school, supporting staff, parents and pupils. Governors uphold their statutory and canonical duties, fulfilling their duties as questioner and supporter of the head teacher. Training for governors, and good leadership within the school has enabled this to happen. Governors are very supportive of leaders and staff at Holy Family.

Leaders and managers are outstanding in developing partnerships with other providers and organisations, ensuring that a wide range of valuable partnerships occur. The strong cluster of local Catholic schools enables Holy Family to share good practice in RE. The school also works well with other local schools, with the parish and with the local community, to provide high quality learning opportunities for the pupils to enjoy.

The promotion of community cohesion in Holy Family is outstanding. The school is a strong inclusive community where there is a sense of belonging and a respect for others. It has been recognised by UNICEF as a *Rights Respecting* school. The pastoral system ensures that pupils are cared for and know that they can seek help when needed. One Y5 pupil stated that Holy Family is "a safe and respectful school". Pupils show an excellent understanding of global issues and the notion of the common good.

# PROVISION

## How effective the provision is for Catholic Education

1

The school evaluates provision for Catholic education as outstanding and inspection confirms this judgement. The quality of teaching and learning in Religious Education is outstanding. Varied activities, such as play, drama and use of art make learning in RE exciting and help to motivate pupils. In lessons observed during the inspection teachers demonstrated that they employ good questioning techniques and give clear explanations. Teachers use resources, including information and communication technology (ICT), very effectively to ensure that pupils continue to make progress. The subject knowledge of teachers is strong and they use classroom support staff effectively to support targeted groups of pupils, including those with special needs and more able pupils. Assessment is an integral part of the planning process with teaching directly linked to focussed assessment.

Assessment and monitoring procedures are outstanding; they give a clear and accurate picture of pupil progress and attainment. Tracking pupils' progress in RE is an integral part of the school's assessment system and is contributing to an effective target setting process. Teachers are using information accurately to set targets for improvement. Pupils are involved in their self-assessment and know their individual targets in RE.

The RE curriculum is being creatively tailored to meet pupils' needs. The school has recently celebrated the 'Year of Faith' and the curriculum has been adapted and enhanced to promote it. Long and medium-term planning ensures coverage of the curriculum and the school is continuously seeking ways to enrich and enhance provision. The moral and spiritual development of pupils in Holy Family School is enriched by the opportunities offered. The curriculum meets the requirements of the Bishops' Conference in full with respect to the time allocated to it.

The school gives a high priority to Collective Worship and ensures that the needs of all the pupils are met. Acts of worship are well-planned, vibrant and reflective. Staff and pupils are confident in the preparation and leading of liturgies and acts of worship. The variety, range and quality of prayer opportunities offered by the school are exceptional. Prayer is central to the life of the school and pupils demonstrate that they value and revere prayer areas, artefacts and holy books. Some acts of worship and prayer opportunities have a significant impact on parents, pupils and the parish. They are public demonstrations of the strong Catholic ethos of the school.

# SUMMARY OF INSPECTION JUDGEMENTS

**Key for inspection grades:**

Grade 1 **Outstanding**      Grade 2 **Good**      Grade 3 **Satisfactory**      Grade 4 **Unsatisfactory**

<b>Overall effectiveness</b>	<b>1</b>
<b>The school's capacity for sustained improvement</b>	<b>1</b>
<b>PUPILS How good outcomes are for pupils, taking particular account of variations between different groups</b>	<b>1</b>
• how well do pupils achieve and enjoy their learning in Religious Education?	1
❖ the quality of pupils' learning and their progress	1
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	1
❖ pupils' attainment in Religious Education	1
• to what extent do pupils contribute to and benefit from the Catholic life of the school?	1
• how well do pupils respond to and participate in the school's Collective Worship?	1
<b>LEADERS AND MANAGERS How effective are leaders and managers in developing the Catholic life of the School?</b>	
• how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils?	1
• how well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils?	1
• the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met?	1
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well being?	1
• how effectively leaders and managers promote Community Cohesion?	1
<b>PROVISION How effective is the provision for Catholic Education?</b>	
• the quality of teaching and purposeful learning in Religious Education?	1
• the effectiveness of assessment and academic guidance in Religious Education?	1
• the extent to which Religious Education curriculum meets pupils' needs?	1
• the quality of Collective Worship provided by the school?	1