



Catholic Schools Inspectorate inspection report for Holy Family Catholic Primary School

URN: 103726

Carried out on behalf of the **Most Rev. Bernard Longley, Archbishop of Birmingham** on:

Date: 23-24 March 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	1
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Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	1
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	Fully

Summary of key findings

What the school does well

- Relationships throughout the school are built on the highest level of care and respect.
- Leaders are inspirational in driving the vision of the school forward ensuring that the mission is clear to and understood by all.
- Exemplary pastoral care is shown to pupils and their families.
- Pupils and staff appreciate the wide range of opportunities available for prayer and liturgy and use these times to guide their actions.
- Teachers use their high level of subject knowledge to ensure that pupils are actively engaged and passionate about their learning in religious education.

What the school needs to improve:

- Develop the confidence and skill of pupils to plan, deliver and evaluate prayer and liturgy sessions more independently and creatively.
- Further develop systems of rigorous evaluation involving all stakeholders.
- Continue to embed the strategies being used to ensure the entire curriculum is delivered through a Catholic lens.

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:.....

1

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

The whole school community understands and embraces the mission, *'We live, learn and love in His way.'* Pupils know exactly what this means and can link their understanding of it to the way they treat each other and the wider world. The whole community's understanding of its mission as a Catholic school underpins its drive to support others in the local and global spheres. Pupils take a leading role in rising to their responsibility as active citizens and have undertaken activities such as litter picks and writing to the council because of their desire to make positive changes in the local community. Pupils make clear links between the mission and the school's Catholic identity; one pupil told inspectors that, 'our school is named after a very special family' and described the impact this had on their behaviours. Consequently, pupils are happy and confident whilst they are at Holy Family and express they are 'special and unique' and feel that 'everyone is welcome in this school'.

Christ is truly at the heart of the school, which can be seen in the way that everyone is welcome. Staff readily embrace the mission and exemplify it in the way they work with each other, their pupils, and their families. There is a strong sense of inclusivity in the school, in which pastoral care for pupils and families is a strength; especially for those whose circumstances have made them more vulnerable. For example, the school website, along with the two mentors employed by the school, signpost parents to any support they need. Parents feel that they can approach the school with any concerns they might have and feel cared for and supported. Pupils who have special educational needs or disability (SEND) are particularly well cared for and fully included in all aspects of school life. This is typical of the embedded sense of inclusivity that the school is rightly proud of. The school environment is an explicit representation of its mission. Displays and sacred spaces allow areas for reflection and have

been thoughtfully designed. These include a prayer garden and indoor spaces for pupils to use. The chaplaincy team takes pride in ensuring that the indoor spaces are well set out and ready for use.

The head teacher has a strong vision for Catholic education and is passionate in ensuring that the school is active in achieving its mission. Staff and parents describe her as being 'enthusiastic', 'a good role model', and 'inspirational'. Leaders actively look for every opportunity to witness Gospel values and prioritise Catholic Social Teaching in all their decisions. For example, inspectors spoke to peer mediators who can articulately describe and justify their role as peacemakers on the playground. The school has also been part of the *Coventry Peace Award*, having worked with other schools to understand more about how they can work for peace. Staff are well supported by leaders and are provided with training in relation to their role in a Catholic school as well as being given opportunities to develop their spirituality. Governors are very ambitious for the school and have a secure understanding of its mission; consequently, the monitoring of Catholic life and mission are accurate. The pupil chaplaincy team has also been involved in aspects of monitoring and evaluating Catholic life and mission, but this is not fully developed across the school as leaders do not yet have a systematic plan to involve a larger number of pupils in its evaluation practices. Parents see the school's mission as being of central importance and are very supportive of the school's work, telling inspectors it is 'a truly special place.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

1

Provision

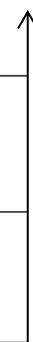
The quality of teaching, learning, and assessment in religious education.....

1

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



The school follows the diocesan scheme of work but also uses the Building the Kingdom curriculum to enrich pupils’ learning in religious education and beyond, resulting in pupils making good progress throughout the school. This has been introduced well and the school should continue to work to embed this across the whole curriculum. Pupils have a very good understanding of the religious education they have been taught and confidently speak about their acquired knowledge. Pupils are confident to link their learning from religious education to their moral and religious commitment in everyday life. For example, a pupil in Year 1 confidently explained the story of Zacchaeus to inspectors. When asked if he would also be kind to other people, he said that he would ‘because Jesus told us to be kind to other people, just like He is kind to us.’ Pupils have a very good religious vocabulary and use subject specific vocabulary accurately and fluently to communicate their knowledge and understanding. Pupils are actively engaged in lessons and, because of this, their behaviour in lessons is exemplary, demonstrating a curiosity and love for the learning in religious education. Pupils are highly motivated to achieve well in lessons, resulting in very well-presented work in their exercise books.

Because teachers’ subject knowledge is strong and secure, pupils learn new content well and can also retain knowledge taught in previous lessons. Staff demonstrate a deep commitment to religious education, and this is subsequently reflected well by the pupils. Pupils are highly engaged with religious education because teachers set a range of different tasks, including drama, meditation, and written work. However, because tasks are often very structured, the high levels of knowledge and understanding displayed by pupils in their oral work is not always evident in written work; teachers do not allow sufficient independence for pupils to creatively present their work. The school has implemented the Kagan principles into their lessons which

has developed pupils' ability to work collaboratively in various ways. Teachers have a very strong understanding of the impact religious education can have on moral and spiritual development, and lessons contain opportunities for pupils to consider how the lessons learned might impact their own actions and beliefs. Questioning is used skilfully in lessons and by effectively using 'pink for think' opportunities for most pupils, enabling them to think more deeply about what they have learned. This practice is not yet embedded to optimise the learning of those with higher prior attainment.

Religious education has full parity with other core subjects in terms of training, resourcing, and strategic development. Senior leaders work well with the subject leader to articulate a clear vision for the subject which is shared with staff; consequently, the teaching of religious education is never less than good. Staff feel well supported in delivering the subject and can seek advice and help from leaders, should they need it. Although the school moderates pupils' outcomes with those in other schools locally, the accuracy of teachers' assessment is not yet fully assured because opportunities for internal moderation are more limited. Leaders have ensured that planning and provision in religious education meets the needs of pupils with SEND well, modifying the curriculum as required to ensure they can fully access learning. Monitoring by leaders enables them to evaluate the subject's strengths and areas for improvement. However, there is less evidence of other stakeholders being able to provide their views. The school now needs to involve pupils and governors further in rigorous monitoring and analysis to ensure a deeper level of self-challenge.

Collective worship

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

Collective worship key judgement grade:.....

1

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

2

Pupils are fully engaged participants in the wide range of opportunities they are given. Pupils act with deep reverence and have a wealth of knowledge about different forms of prayer, including traditional Catholic prayers and more personal moments. Pupils regularly take advantage of the high-quality sacred spaces around the school which enable them to reflect on individual thoughts and prayer. Consequently, pupils understand prayer as being important and a regular part of everyday school life. Pupils are confident in using a range of different types of prayer and participate enthusiastically in activities such as praying together, individual prayer, singing, silence, and meditation. Pupils understand that they can pray anywhere. The pupil chaplaincy team has some experience of planning and leading prayer and liturgy for peers, but there are limited opportunities for other pupils to do this. Staff need to provide opportunities to a wider number of pupils to collaborate to undertake this ministry. Pupils readily make strong links between their prayers and how they shape the way they think about the wider community, as seen in the thoughtful prayers they write and the way they speak about these.

Prayer and liturgy are central to school life at Holy Family, making it a very prayerful community. Pupils have a very good knowledge of daily prayers and take advantage of the many opportunities they are given to pray each day and throughout the liturgical year. For example, pupils are confident to discuss the liturgies they confidently participate in at the time of remembrance and during the May Procession. Furthermore, during Lent, pupils can reflect daily using a high-quality external provider. The head teacher is inspirational and knowledgeable in her faith and, as such, provides excellent opportunities for staff to pray and reflect together as well as leading pupils in prayer. Scripture is used appropriately to enhance prayer and liturgy across the school to ensure all can participate in worship. The chaplaincy team is supported well to lead prayer for their peers. Families are included thoughtfully and inclusively into the school's prayer life and appreciate the various opportunities they have such as attending Mass in school, Masses allocated to year groups

in the parish church on Sundays and borrowing prayer bags to use at home. A strength of the school is the environment that has been created to imaginatively support prayer and liturgy including sacred spaces, displays, prayer areas in classrooms and the school's prayer garden.

The school's calendar for prayer and liturgy is planned effectively to make the most of opportunities available during the liturgical year. Governors, many of whom are parishioners at Holy Family, have a good understanding of the needs of the community and join in with prayer and liturgy opportunities whenever they are able. Leaders and governors have accurately identified the need to develop pupil-led prayer and liturgy further and now need consider what skills need to be built up during each phase of the school to achieve this aspiration. Whilst leaders ensure that some monitoring of prayer and liturgy occurs, this is not yet fully embedded and does not strategically contribute to improvement planning. Leaders and governors recognise that prayer and liturgy are central to the school and as such allocate resource accordingly, as can be seen in the school environment, sacred spaces, and other resources such as prayer bags as well as in the time and importance that the community places on these special times.

Information about the school

Full name of school	Holy Family Catholic Primary School
School unique reference number (URN)	103726
Full postal address of the school	Penny Park Lane, Keresley, Coventry, CV6 2GU
School phone number	02476 333631
Name of head teacher or principal	Grainne Griffiths
Chair of governing board	Kimberley Keating
School Website	https://www.holyfamily.coventry.sch.uk
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	4 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	December 2016
Previous denominational inspection grade	2

The inspection team

Michelle Walsh	Lead inspector
Sarah Laskey	Team inspector
Vicki Wayman	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