



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

PLATT BRIDGE

Inspection Date 22 May 2018

Inspectors Mrs Pat Peel Mrs. Maria Eves

Unique Reference Number 106496

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 171

Chair of Governors Mr. Tony Hegarty

Executive Headteacher Mrs. Janice Tabener

School address Wigan Street
Platt Bridge
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Date of last inspection November 2012

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 Platt Bridge mainly serving the parish of Holy family.
- There are 171 children on roll of whom 144 are baptised Catholic, 15 come from other Christian denominations and 2 from other faith or religious traditions. Ten children have no religious affiliation.
- There are ten teachers. Eight of which teach Religious Education. Seven teachers are baptised Catholic. Three teachers have a suitable qualification in Religious Education.
- Since the last inspection the school has undergone significant challenges and turnover of senior leadership. The appointment of an executive headteacher has been instrumental in bringing about stability in the school. The Religious Education subject leader is the current deputy who is leaving the school at the end of the term. A new deputy headteacher has been appointed.

Key for inspection grades

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

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OVERALL EFFECTIVENESS

Holy Family is a good 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 good.
- Pupils appreciate, value and actively participate in the Catholic Life at Holy Family. They know their Mission Statement, *'As one Holy Family, following Jesus, we learn, love and grow to fullness'*.
- Pupils show respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is good and the school using the 'High 5' code of conduct linked to Gospel values is used to support this along with a class dojo reward system.
- 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 good understanding of right and wrong.
- Pupils enthusiastically embrace the demands that members of the school community entails such as becoming school councillors, Eco leaders, peace police and monitors.
- 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, Nugent, Cancer Research *'Race for Life'*, *Readathon and Embrace* to name but a few. Within the locality they have supported *the Wigan* and *Leigh Hospice and The Brick*, a charity which raises awareness of the homeless. They are alert to the needs of others and seek justice for all.
- Pupils value and fully participate in opportunities provided by the school including a range of seasonal after school sports clubs and School of Military.
- Pupils take full advantage of the opportunities the school provides for their personal support and development they have a good sense of belonging. 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 child in Year 2 commented that, *"Teachers are nice and the new headteacher has made our school safer!"*
- The pupils have visited a local care home for a 'Tea and Tech' morning designing Christmas cards.
- Pupils, appropriate to their age and capability, have not yet begun relationships and sexual development within the context of a Christian understanding. However, this is planned to take place in the Summer Term and the school recognises that this needs to be embedded further into school life.
- Pupils in Years' 5 and 6 have benefitted from opportunities to visit *The Manor* for a residential stay as part of the *Culmington Manor Activity Centre* site in Shropshire.
- 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.
- Pupils are rewarded with dojo's and Star of the Week certificates at their weekly assemblies.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. Pupils recently performed the events of Holy Week for parents. As a result, they respect and are involved with parish celebrations and activities,

irrespective of their own faith commitments. Pupils attend their local church for celebrations of Mass.

- Pupils have been visited by members of the Legion of Mary in the parish to support them praying the Rosary during the month of May.
- Pupils benefit from an 'enrichment room' which is used extensively to support pupils in a variety of guises across the curriculum.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is good.
- The school Mission Statement, *'As one Holy Family, following Jesus, we learn, love and grow to fullness,'* underpins every aspect of school life at Holy Family. However, the school has recognised that there needs to be a review of the current Mission Statement to reflect where the school is now and the vision of the new leadership team. This has been planned to take place in the new academic year with a member of the Archdiocesan Christian Education Team.
- 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.
- There is a keen sense of community at all levels, evident in the high quality of 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 displays and classroom focus areas support Holy Family's catholicity and ethos.
- 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 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 provides opportunities for the spiritual and moral development of all pupils and staff through prayer and continuous professional development opportunities such as attendance at Archdiocesan in-service days, attendance at Headteacher Spirituality conferences and accessing current training.
- Clear policies and structures are in place which provide good levels of pastoral care for pupils and their families and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice. A new Pastoral Leader has recently been appointed. This is an area of strength in the school.
- The school is equally attentive to the pastoral needs of members of staff and ensures that every member's needs are understood and catered for.
- The school has invested in a variety of resources and initiatives to improve and promote positive behaviour in the school including Golden Time, SEAL, circle time and restorative justice training for both staff and pupils.
- Catechists recruited from the parish, staff and governors support 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 alongside Personal, Social and Health Education. This is an area the school has recognised needs to be further developed over the coming academic year to embed it fully.
- The school provides a breakfast club throughout the year. This is popular and well attended.

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

- Leaders and governors are good in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The schools' new leadership team led by the Executive Headteacher is fully committed to the Church's mission in education. They are well regarded by staff and pupils as models of Catholic leadership. The development of the Catholic life of the school is now viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is now being given priority by leaders. However, this is not accurately reflected in the school's Self-Evaluation Document where aspects of monitoring, analysis and self-challenge have not been focused clearly enough on its application.
- Relationships at every level are very good. The Executive Headteacher has brought about stability in the school and together with governors and staff they have begun to operate as one team, and this is the key to its success in moving forward.
- Leaders and governors have rapidly shown a commitment to training and further development of staff. Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff understanding of the school's mission is good and will be enhanced further following the Mission Statement review process.
- The school has developed successful strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. The school offers an open-door policy and has begun to send out regular newsletters and has invested in a newly developed website and dojo app. Other social media outreach i.e. a blog and Facebook are planned. As a result, parents and carers have a good understanding of the school's mission and are supportive of it. One commented, *"My child, although currently in nursery, has been warmly welcomed into the school. Staff are kind and I am keen for her to progress into the main school as all my family have attended Holy Family and have all enjoyed the experience."*
- There is an active Parents, Teachers and Friends Association who organise fundraising activities to support the needs of the school.
- As leaders, the Chair and 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. Many of the governors are active in the parish and visit frequently, they make a valuable contribution to the Catholic Life of the school. They are very supportive of the school's mission. There is a link governor for responsibility 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.
- Governors have given their unequivocal support to enable the Executive Headteacher to lead two schools in the Archdiocese. Effectively sharing her expertise and excellent practice across both schools will be mutually beneficial to both parties.
- 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 good.
- 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.
- Most 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.
- Most pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills to further develop as competent learners.
- Pupils needs throughout Early Years Foundation Stage and Key Stage 1 are being met, not only through the *Come and See* curriculum, but by the quality of care, dedication and commitment all the staff – teaching and support provide in enabling every child to reach their potential. This is a real strength in the school.
- Most pupils concentrate well and understand how well they are doing. This can be improved further by teachers using the language of the level descriptors i.e. driver words routinely during lessons and when questioning to challenge pupils thinking.
- Pupils approach their lessons with interest and enthusiasm. This was evident as pupils quickly settled to tasks and responded positively throughout.
- Pupils who were involved in their learning i.e. undertaking role play and hot seating activities were confident in their abilities and responded appropriately.
- Pupils enjoy a range of activities and respond well to opportunities which extend their learning. Behaviour for learning is good because pupils enjoy Religious Education and disruptions in lessons are unusual.
- The quality of pupils' current work, both in class and in written work, is good. Presentation in most books is good.
- Pupils attainment, as indicated by teachers is good. Most pupils achieve at least average attainment using Archdiocesan data.
- Pupils' are undertaking formal assessment 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 good.
- Teachers do not always plan good lessons, and/or this is not always linked to pupils' current assessment. As a consequence, some pupils do not learn well enough and they are not being challenged especially the more able in Key Stage 2. It is recommended that the school undertakes Archdiocesan In-service training for 'Planning and Differentiation' to ensure quality experiences are routinely planned for.
- On the day of inspection there was some outstanding practice observed with nothing less than good. All teachers need to use the language of the level descriptors i.e. driver words more as part of their repertoire.
- Teachers are confident in their subject knowledge and have a very good understanding of how pupils learn. However, they need to provide much more opportunities for greater depth and challenge by using the driver words throughout lessons.

- Teachers employ a range of appropriate strategies, including individual, paired and collaborative work. Consequently, most pupils are interested, motivated and concentrate well in lessons.
- In books there is evidence of continuity in lessons and across sequences of lessons. Currently parents are not routinely being invited to the Rejoice celebration assembly aspect of the topics. This needs to be addressed.
- In the best lessons observed teachers used questioning techniques very well. However, there was limited adapted explanations using the language of the level descriptors i.e. driver words catering for the needs of all pupils. This needs to become routine practice in all classes.
- High quality resources e.g. *Come and See* website, *God's and Church's Story*, audio and visual media and iPads etc. are employed to engage pupils in their learning.
- Other adults are used very effectively to optimise learning for pupils who need their intensive support. They are a real strength in the school.
- Evidence in books shows that marking is always positive but not always linked to the lesson objective. Occasionally, next steps are used. These inconsistencies can be eradicated by sharing best practice in the school.
- In the best lessons achievement and effort are celebrated immediately leading to good levels of motivation from pupils.
- On the day of inspection there was no evidence of assessment for learning opportunities observed. These need to become routine practice in all classes.

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

- Leaders and governors require improvement in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors are not ensuring that the Religious Education curriculum fully meets the requirements of the Bishops' Conference.
- Leaders and governors do not ensure that Religious Education has full parity with other core curriculum subjects.
- Since the last inspection the *Come and See* programme has been fully implemented across the school and all relevant documentation is embedded.
- Leaders and governors' self-evaluation of Religious Education requires improvement. It is not an accurate reflection of frequent, rigorous assessment, tracking, monitoring, searching analysis and self-challenge which is informed by current best practice in Religious Education. Immediate strategic action needs to be taken by the school which leads to an improvement in the leadership Religious Education commensurate with the role.
- The subject leader regularly attends Archdiocesan in-service training to support planning, monitoring, evaluation and assessment of the subject. However, this has not been effectively cascaded to staff to bring about improvements in teaching and learning and raise standards in Religious Education.
- The subject leader for Religious Education does not effectively plan improvements to teaching and learning in Religious Education. He does not have a clear vision for the subject. He has not made effective use of assessment data to support on-going teaching and learning. Consequently, leaders and governors do not accurately know what impact the curriculum and assessment is having on the pupils outcomes.
- Whole school tracking is in place however analysis of it is not yet rigorous enough and some data at the higher levels is inaccurate. This will improve rapidly when staff are more confident using the language of the level descriptors more succinctly on a daily basis.

- A commitment has been made by governors to ensure that there is a link governor for Religious Education who can effectively support the new subject leader in their 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 good.
- Pupils act with reverence and are keen to participate in Collective Worship.
- They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Some pupils are involved in planning, preparing and leading worship with confidence, enthusiasm and a degree of independence.
- Some pupils have undertaken 'Worship Warrior' training to support leading class and whole school liturgies. This initiative is being shared across the school.
- Pupils are not yet routinely evaluating Collective Worship, either as a leader or a participant. This needs to be further developed across the school.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer.
- Pupils value and participate voluntarily in liturgy and say that when they have the opportunity they really enjoy taking part in it.
- Pupils have a good understanding of the Church's liturgical year, its seasons and feasts.
- The experience of being a part of a 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.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- Staff would benefit from using the '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. However, not all Collective Worship is recorded and evaluated and this needs to become routinely practised in the school. A portfolio of evidence needs to be collated by every member of staff for monitoring purposes.
- Staff are becoming more skilled in delivering quality Collective Worship and helping pupils to plan and deliver quality worship. Sharing best practice across the school will support newer members of staff in this area.
- Relevant staff have a very good understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have good experiences of the Church's liturgical life.
- Opportunities are not routinely planned in a manner that facilitates attendance by other adults associated with the pupils and the school. This needs to be further developed to ensure parents and parishioners are welcomed to worship with the school community.
- The parish priest presides at Mass for key celebrations throughout the Church's liturgical year.

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

- Leaders and governors are requiring improvement in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders and governors know how to provide policies and guidelines to plan and deliver quality Collective Worship. A policy for Collective Worship is now in place.
- Leaders and governors have a very good 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 and governors rarely review Collective Worship as part of their self evaluation processes. Whilst the school has undergone Archdiocesan in-service training to support staff planning Collective Worship, until recently, this has not been monitored or evaluated effectively enough to ensure quality worship opportunities are experienced by all. Immediate strategic action needs to be taken by the school which leads to an improvement in the leadership of Collective Worship commensurate with the role.
- A commitment has been made by governors to ensure that there is a link governor who can effectively support the new subject leader in their role.

What the school needs to do to improve further

- Further develop the quality of teaching and purposeful learning in Religious Education by:
 - appointing a new leader for Religious Education;
 - undertaking Archdiocesan in-service training for Planning and Differentiation;
 - ensuring teachers develop the language of the level descriptors i.e. driver words; into their day to day repertoire to more accurately support pupils during lessons;
 - giving quality time to next step marking to ensure pupils know what they need to do to improve further.
- Further develop the work being undertaken in Catholic Life by:
 - appointing a new leader for Collective Worship;
 - undertaking a review of the Mission Statement to ensure it meets Archdiocesan guidance with clear aims and objectives;
 - beginning to develop a curriculum map for Relationships and Sex Education ;
 - beginning to embed 'Journey In Love' into lessons to support Relationships and Sex Education.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
The quality of provision for the Catholic Life of the school	2
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	2

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	3

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	2
The quality of Collective Worship provided by the school	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	3

Key to judgements: Grade 1 is outstanding, Grade 2 is good, Grade 3 Requires Improvement and Grade 4 Inadequate