

**The Diocese of Hallam**  
**Section 48 Inspection Report**

**The Catholic Life of the School and Religious Education**

**Holy Family Catholic Primary School**

Netherton Road, Worksop, Nottinghamshire S80 2SF

<b>School URN</b>	<b>122820</b>
<b>Overall Effectiveness grade</b>	<b>Grade 2</b>
<b>Date of inspection</b>	<b>21.06.2018</b>
<b>Name of Chair of Governors</b>	<b>Mrs Catherine Grand</b>
<b>Name of Headteacher</b>	<b>Mrs Rachel McEvoy</b>
<b>Name of RE Subject Leaders</b>	<b>Mrs Victoria Sonco (Headteacher and Deputy Headteacher held the post jointly at the time of the inspection)</b>
<b>Date of previous inspection</b>	<b>26 March 2013</b>
<b>Previous inspection grade</b>	<b>Grade 1</b>
<b>Section 48 Inspector(s)</b>	<b>Michael D'Rozario Amanda Wassell (Associate Inspector)</b>

## INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good,  
3 requires improvement in order to be good, 4 is Inadequate

### OVERALL EFFECTIVENESS:

how effective the school is in providing Catholic Education.

**2**

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of the following three sections:*

CATHOLIC LIFE

**1**

RELIGIOUS EDUCATION

**2**

COLLECTIVE WORSHIP

**2**

<b>OUTSTANDING (1)</b>	To be judged <b>OUTSTANDING</b> for overall effectiveness: The three Section judgements must all be <b>OUTSTANDING</b>
<b>GOOD (2)</b>	To be judged <b>GOOD</b> for overall effectiveness: The three Section judgements must all be at least <b>GOOD</b>
<b>REQUIRES IMPROVEMENT (3)</b>	To be judged <b>REQUIRES IMPROVEMENT</b> for overall effectiveness: One or more sections will be judged to <b>REQUIRE IMPROVEMENT</b> with no sections judged inadequate.
<b>INADEQUATE (4)</b>	To be judged <b>INADEQUATE</b> for overall effectiveness: At least one Section will be judged inadequate.

## Summary of key findings:

### **This is a GOOD Catholic Primary School**

- Pupils at Holy Family display excellent behaviour at all times and promote and support the mission of the school. They are supportive of each other and respectful to adults and peers alike.
- The headteacher has been instrumental in driving school improvement and ensures that the mission of the school permeates every aspect of school life and that it is a clear and inspiring expression of the educational mission of the church.
- The Religious Education subject leader leads by example and has a key role in promoting the Catholic Life of the school. She is keen to drive the school towards excellence in all areas of the inspection process and works collaboratively alongside the headteacher to monitor and evaluate the provision of Religious Education within school.
- Parents hold a very positive view of the school and hold it in high esteem. They state that they are grateful for the way in which their children are nurtured and cared for.
- Religious Education is good overall, with pupils enjoying the varied curriculum and interesting activities planned for them and as a result are beginning to make good progress over time. Systems for monitoring and evaluating standards in Religious Education are in place and will ensure a consistency in teaching and support the school in achieving higher standards.
- The Parish Priest as Chaplain is a regular and welcome visitor to the school and pupils enjoy his visits.
- Governors work very closely with the school and play a full part in helping the school improve further.

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

- To provide more opportunities for pupils to plan and lead Acts of Collective Worship throughout the school and for school leaders to monitor and evaluate Collective Worship so as to further improve provision.
- To further improve the quality of teaching by ensuring lessons are planned and aligned to pupils' assessment and in providing professional development in planning for levels of attainment so as to support school staff.
- To improve in-school moderation of Religious Education and establish working partnerships with schools across the diocese.
- To embed Relationships and Sex Education within school and enhance other aspects of pastoral support.

## **Information about this inspection**

The inspection of Holy Family Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Hallam Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Hallam. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

### **The inspectors reviewed in detail the following aspects:**

- The school's self-evaluation document (DSEF)
- Previous and current inspection reports and information about the school
- Pupils' contribution to the Catholic Life of the school
- The Religious Education curriculum
- Acts of Collective Worship
- The achievement of pupils

### **The inspection was carried out by one inspector and one associate inspector over the course of one day and the following activities were undertaken:**

- Scrutiny of the Diocesan Self-Evaluation Document
- Lesson observations
- Interviews with the headteacher, deputy headteacher, governors, Parish Priest, pupils, parents and school staff
- Scrutiny of school policies
- Scrutiny of the school website
- A learning walk
- Observation and participation in two Acts of Collective Worship that included a full school assembly and prayer time in class

## **Information about this school**

- Holy Family Catholic Primary School is situated in Worksop, Nottinghamshire.
- The school serves two parishes, St Mary and St Joseph the Worker and St Helen's, Oldcotes.
- Pupils are drawn from a wide geographic area and approximately 5% of children are bussed into school daily.
- Holy Family Catholic Primary School is an average sized primary school whose pupils come from an area with low levels of social disadvantage when compared to all primary schools in Nottinghamshire.
- The school has been judged to be good at all previous Ofsted inspections.
- Over the last two years the school and its community has changed with an influx of pupils from Poland who speak English as an additional language.
- The proportion of pupils with learning difficulties and/or disabilities is above the Nottinghamshire average.
- Historically on-entry data indicates children enter Foundation 1 below expected levels.

- There has been a change in leadership since the last inspection with the appointment of a new headteacher from September 2016 and a new deputy headteacher in 2017
- Eight out of nine teaching staff are new to the school since the last inspection.
- The governing body is a relatively new team with only two governors remaining since the previous inspection.

## Full Report – Inspection Judgements

### CATHOLIC LIFE

**The quality of the Catholic Life of the school is OUTSTANDING**

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 of the Catholic Life of the school	1

**The extent to which pupils contribute to and benefit from the Catholic life of the school is OUTSTANDING**

- Pupils have a real pride in their school and are taking a greater role in leading its Catholic life through the Mission Leaders and House Captains who not only promote the mission of the school but are excellent role models
- Pupils contribute to the ‘Greater Good’, through numerous fundraising events to support those less fortunate than themselves. This includes supporting charities such as CAFOD, Hallam Caring Service, Mission Together, Bassetlaw food bank and Aid to the Church in Need.
- Pupils comment on the respect pupils have for one other and relate well to adults working in school and say that they are treated fairly and taught how to look after each other, as all play their part in respect, care and forgiveness. They state that they all know the 5 Promises of the school Mission and that by following them, they become better people.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Diocese and related some of the liturgical celebrations and masses held both in school and in church. The Mission Leaders work with the parish SVP association and have forged strong links with them. Pupils know the liturgical cycle and parents are impressed with their knowledge of the Catholic traditions.
- Pupils have developed a deeper understanding of the importance of key celebrations in school and in church throughout the liturgical year. School pilgrimages, activities and events record the Catholic life of the school well. Plans are in place for pupils to take a greater role in leading school and class assemblies and Collective Worship.
- Pupils enthusiastically embrace the demands that membership of the school community entails and take on a range of responsibilities such as Mission Leaders and House Captains and undertake their duties well. Older pupils guide and encourage younger pupils in play and other aspects of school life.

- The Parish Priest is effective in supporting and contributing to the Catholic life of the school and is a frequent visitor, working collaboratively with pupils and staff.
- Pupils can empathise with and appreciate the circumstances of those less fortunate than themselves and express their reasoning. Philosophy for Children is an effective strategy that promotes thinking skills and debate and older pupils responded to questions of the experience of sickness and healing in light of religious teaching.
- A parent comment from the school website states that, “Most importantly, my child feels loved and valued at school- aware that he will be looked after and helped whenever needed, it is this love and care which I think underpins the Catholic ethos of a school community.”
- Outcomes for pupils are improving as they become more confident, mature, independent learners with positive attitudes to school life. They comment on the supportive environment of the school, and they know how and when to seek advice and support and pupils say that the school staff are, ‘really good and are always caring for us’

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

- The school community has a strong sense of unity and parents value the care afforded to pupils and the opportunities presented to them. The mission statement relating to the five ‘Promises’ to keep everyone learning, everyone included, to look after the world, keep everyone safe and to be honest is clearly visible throughout the school and is a clear expression of the commitment to live out Gospel values.
- The school environment reflects its mission and Catholic identity through high quality displays and visible signs of the school’s distinctive nature.
- School staff are committed to the implementation of the school’s mission and promote high expectations of behaviour and are good role models of mutual respect and forgiveness for pupils. They participate in school activities which reflect the Catholic Life of the school such as staff prayer, school pilgrimages and professional development offered by the Diocese.
- Pastoral programmes are in place to support pupils but Relationships and Sex Education (RSE) will need to be embedded with some pastoral provision being enhanced.
- The curriculum reflects a commitment to Catholic social teaching and pupils state that ‘everyone is included’.
- The entire school community values its Catholic nature and is committed to its development. This aspect of school life is held in high regard.
- Parents state that, ‘There has been an absolute clarity of mission which their children can articulate clearly through the Promises’, and that aspects of Catholic practice such as prayers and understanding the mass have been developed and strengthened.

**How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school is OUTSTANDING.**

- The school leadership is deeply committed to the Church’s mission in education with governors, headteacher, RE co-ordinator and the recently appointed deputy headteacher promoting the Catholic Life of the school through their involvement in governance, curriculum and fulfilment of the legal requirements.
- Provision is monitored by senior leaders through lesson observations and work scrutiny and evaluating the responses from pupil and parent surveys and the impact of provision on the Catholic Life of the school. School will benefit from the return of the Religious Education co-ordinator to monitor and evaluate this aspect.
- The school has made good use of continuing professional development opportunities that focus on its Catholic Life, including a training day on developing its mission statement and has involved all stakeholders in its creation and implementation.
- The Governing Body holds the school to account and the recently appointed link governor to the school is familiar with the outcomes of the school and of its priorities. Regular visits take place to monitor progress in meeting agreed targets set through self-evaluation, audits and stakeholder surveys.
- School leaders, and in particular the headteacher, demonstrate a strong commitment to the Catholic ethos of the school and provide good examples for the rest of the community. The development of the Catholic Life of the school is viewed by leaders as a core leadership responsibility.

**RELIGIOUS EDUCATION**

**The quality of Religious Education is GOOD**

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	2



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

- The school follows the Come and See programme and is working to moderate its assessment, develop quality resources and share best practice with other schools in the Diocese.
- Most groups of pupils make good progress in Religious Education lessons, are keen to do well, engage in lessons and classwork and state that they enjoy the varied activities planned for them including art, drama, new technologies and cross curricular themes alongside their written work.
- Pupils with additional needs are making progress comparable to the progress of other groups and parents speak strongly about the inclusiveness of the school and how it has enabled their child to thrive.
- Pupils will benefit from further differentiation within Religious Education lessons so as to make even greater progress in lessons and over time.
- Pupils are becoming more religiously literate and are developing skills appropriate to their age and abilities. They are improving their knowledge and understanding in Religious Education and are developing their competence as learners but could be presented with more challenging classwork that could extend their learning and given time to respond to marking and feedback to improve their work further.
- Pupils state that they value the support and guidance offered to them in lessons, enjoying the opportunity to work collaboratively and were able to discuss some of the topics covered and the work they had completed to date.
- Most pupils concentrate well and understand how well they are doing, but this could be further enhanced by teachers making reference to the learning intentions throughout the lesson.
- Behaviour throughout the school is a strength. In lessons, most pupils enjoy Religious Education and display positive attitudes when working individually or collaboratively. They said that they love learning about Jesus and his disciples, enjoy their Religious Education topics and that their responses are valued. The house point system is a good reward strategy, not only for application to classwork, but for promoting positive responses to other Promises.
- Pupils have a well-developed sense of respect for those of other faiths and study world faiths in their Religious Education lessons. They were able to recount their topic on Islam and this was displayed in school.

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

- The quality of teaching has improved as teachers become more confident with the Come and See Religious Education programme and is becoming more effective in ensuring that pupils are engaged with their learning.

- Teachers are developing good subject knowledge and have taken advantage of professional development opportunities offered by the Diocese and are strengthening partnerships with other diocesan schools.
- The quality of teaching is supported by a range of teaching strategies deployed in lessons, including individual and collaborative work and pupils stated how much they enjoyed the latter.
- Teachers communicate high expectations about Religious Education to their pupils, most of whom respond positively when engaged in classwork, complete their tasks and explain their work to their peers.
- Teachers monitor the learning taking place and use questioning effectively to gauge the understanding of pupils and invite them to pose their own questions and thereby promote thinking skills. Philosophy for Children is used very effectively to promote debate and discussion within the topics being taught.
- Teachers are beginning to involve pupils in evaluating their classwork and this will inform them on how to further improve their work and make better progress.
- Lesson time is used effectively in most lessons, with a good pace and this secures good learning. Best practice could be shared throughout the school in order to maximise learning and challenge pupils further.
- Although planning is in place with clear learning intentions, it could be further improved by taking into account pupils' prior achievement and attainment and include differentiated tasks in order for them to make better progress.
- Book-looks and Religious Education assessments have been undertaken but judgements would be strengthened through in-school moderation and with other schools within the Diocese
- Good quality resources optimise learning for most pupils and there has been much investment in these, including improvements to the outdoor space.
- The contribution that other adults make in supporting the quality of teaching is valued but teaching assistants could be deployed even more consistently and effectively to further enhance and optimise learning opportunities.
- Achievement and effort are celebrated and rewarded by the house points system and celebration assemblies. Pupils state that they are affirmed when rewarded in this way. Parents comment on the value of these assemblies in promoting learning and achievement.

- The Religious Education co-ordinator has monitored the quality of teaching and has undertaken work scrutiny alongside senior colleagues. This informs an action plan and is shared with staff and governors.

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

- The leadership team and governors have identified school priorities following school self-evaluation and have clear and consistent systems of monitoring and evaluating provision within Religious Education.
- Governors discharge their canonical and statutory duties effectively and the Religious Education curriculum meets the requirements of the Bishops' Conference regarding curriculum time for Religious Education.
- In terms of professional development and resourcing of Religious Education, leaders and governors ensure that it is comparable to other core subjects. The planned development of a 'sacred space' will further enhance provision.
- The Religious Education co-ordinator, with the support of the senior leadership team and in particular, the headteacher, is well-placed to move the school forward and drive the school improvement areas identified by this inspection.
- Governors are actively involved in the school and the Chair of Governors and link governor for Religious Education have regular discussions with the headteacher and subject leader about Religious Education. They have overseen a change in teacher personnel and are keen that all are part of a comprehensive programme of quality formation leading to teaching and learning excellence.
- The school has introduced systems for tracking, monitoring and evaluating teaching and learning including Religious Education and are beginning to measure its impact.
- Class teachers undertake termly assessments in order to measure pupil progress and inform further improvement. Moderation within the school and with other schools within the Diocese will strengthen judgements further. Pupil data is then forwarded to the Diocese after scrutiny.
- Parent surveys seek the views of parents who state that they are pleased with the outcomes for pupils and how their pupils benefit from the teaching, care and experiences they receive in school.

## COLLECTIVE WORSHIP

### The quality of Collective Worship is GOOD

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

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

- Pupils at Holy Family act with reverence and respect during Acts of Collective Worship and participate in communal prayers appropriately, with reverence, respond positively and are attentive.
- Pupils enjoy participating in a range of liturgical worship. When talking about the opportunities to engage in worship, they are keen to share their experiences and some could describe some of the liturgies and masses attended. All pupils and staff enjoy and participate in 'Sign 2 Sing' during whole school assembly and this is an example of the school's inclusiveness.
- Older pupils appointed as Mission Leaders prepare and lead worship with confidence, are enthusiastic and independent. Other pupils are engaged by opportunities for worship planned by their peers and this is a strength of the school. By providing more opportunities for all pupils throughout school, appropriate to their age, to plan and lead Collective Worship, modelled and supported by the Mission Leaders would lead to deeper spiritual and moral development.
- Collective Worship reflects the liturgical year and is planned to provide pupils with enriched experiences including pilgrimages within school. During the inspection, portfolios presented some examples of the different aspects of liturgical worship.
- Pupils commented on their prayer boxes in class and appreciated the time to pray in class and they would like this to continue throughout the year.
- The Parish Priest commends the work of the school and the pupils' response to Collective Worship in church and at school.
- Parents stated that they value and appreciate pupils' participation in Collective Worship within the parishes.

## **The quality of provision for Collective Worship is GOOD**

- Collective Worship is central to the life of the school and worship is celebratory and engaging. All members of the community feel valued, included and engaged in this aspect of school life.
- Pupils have the opportunity to pray together, with every class having a prayer focus that reflects the liturgical year and private intentions with the prayer box.
- Parents and parishioners are invited to attend Acts of Collective Worship in church and in school appreciate the opportunity of doing so.
- Masses and liturgical celebrations are held in school and parents and parishioners are made to feel very welcome.
- Pupils are being introduced to prayer in a variety of ways including formal prayers and their own prayers within class. They pray in class and as a whole school community, coming together during assemblies, incorporating 'Sign 2 Sing.' Pupils value the contribution that prayer provides in their daily life and say that they appreciate the opportunity to do so.
- Resources, including artefacts and focal points for prayer are utilised well. Pupils were able to explain that the lighted candle represented the light of Christ in their midst.

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

- Acts of Collective Worship are led well by adults. In particular, the headteacher has expertise in knowing how to plan and deliver quality Collective Worship. She makes these accessible to pupils in a contemporary context, relating them to the mission of the school.
- Leaders have a thorough understanding of the Church's liturgical year. They act as role models for the school community.
- The school self-evaluation and improvement plan reflects the Catholic nature of the school and the governors are briefed on the provision of Collective Worship.
- Leaders actively seek the comments and views of parents and pupils and are continually making adaptations to enhance provision for Collective Worship.
- Leaders have ensured that staff attend diocesan professional development and have made a commitment to send teaching staff to these.
- Leaders offer staff opportunities to receive liturgical formation through staff prayer time and when helping pupils to plan and deliver acts of Collective Worship by sharing their expertise to support each other.
- Further development of the variety of methods and styles of prayer is continuing to grow.
- Collective Worship is regularly reviewed as part of the self-evaluation process and this will ensure that identified priorities during the inspection will be addressed.