



# Holy Family Catholic Primary School

URN: 149504

Catholic Schools Inspectorate report on behalf of the Bishop of Hallam

27–28 November 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

2

#### Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

#### Religious education (p.5)

The quality of curriculum religious education

2

#### Collective worship (p.7)

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

2

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

## Compliance statement

- The school's religious education programme ensures that 10% or more of the timetable is dedicated to teaching and learning in the subject.
- The school follows the guidance of the diocesan bishop in its choice of religious education resource for teaching.
- School leaders have worked hard and effectively to have impact on those areas identified for improvement at the last inspection, including pupil planning and leadership of Collective Worship, the monitoring and evaluation of Collective Worship by leaders, the quality of teaching in religious education, the moderation of religious education , establishing partnerships with other diocesan schools and embedding the Relationships and Sex Education curriculum within school.

## What the school does well

- The school mission statement 'Together in Love' is known, understood and lived by all. As a result, it has a significant impact on the Catholic Life of the school .
- Staff are exemplary role models. They consistently bear witness to the school's Catholic life and mission, and form excellent relationships with each other, the pupils they care for, and their families.
- Inspirational leaders, supported by experienced governors, are tireless in their approach to ensuring that the Catholic life and mission of the school have a positive impact on the lives of all in the community.
- Pupils' behaviour during lessons and around the school is of a high standard. They care for one another and show great pride in their school and are happy to be part of it.
- Religious education is at the heart of the school's whole taught curriculum. The creative design and coherence of the new religious education curriculum provides tangible links across all curriculum areas.
- The Chaplaincy provision is valued by everyone, and pupils are keen to engage in the opportunities it provides.

## What the school needs to improve

- Embed the knowledge and understanding of the theology that underpins Catholic Social Teaching to enable all pupils to make links between this and their actions.
- Develop a range of strategies to enable pupils to readily recall and make links to prior learning in religious education lessons, including knowledge about other world faiths.
- Develop the prayer life of the school to include a wider range of creative reflective practices.

## 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

#### Pupil outcomes

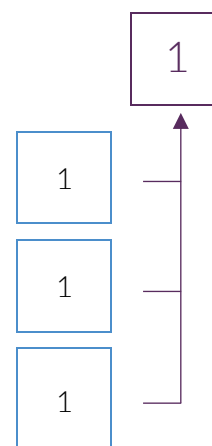
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### Provision

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

#### Leadership

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



The extent to which pupils contribute to and benefit from the Catholic life and mission of the school is outstanding. Pupils live and bear witness to the school's mission statement: 'Together in love'. From their earliest years they have a secure understanding of the mission, in child-friendly terms, and can clearly articulate how this is translated into the daily lives of all at Holy Family School. They are happy, confident and feel secure at school. They describe the school as being a place where everyone is 'friendly, caring and supportive'. Pupils show a deep respect for all in their school and wider parish community. This is particularly evident in the many interactions that take place around the school and their exemplary behaviour in lessons. Pupils respond readily to the demands of Catholic social teaching through their support of local, national and global charities. Their understanding of the theology underpinning their actions is not yet secure. Chaplaincy roles, including Mini-Vinnies, Mission Leaders, and House Captains are well established. A significant number of pupils take up these roles enthusiastically. These pupils have a secure understanding of their roles and carry them out with pride. They relish the opportunities for spiritual and moral development that the Chaplaincy provision offers and highly value leading and participating in times of prayer.

The school mission statement 'Together in love' has a significant impact on the life of the school. It is deeply rooted in the word of God and provides clear direction for all members of the school community. All staff embrace the mission of the school: they are exemplary in the way they participate and contribute to the life and mission of the school. There is a strong sense of community and everyone is welcomed in a spirit of generous hospitality, especially those who are the most vulnerable. Adults and pupils are proud of being part of a 'family' and the vision that they aspire to. Staff provide the highest levels of pastoral care for pupils, their colleagues

and the school's families. This exemplary witness to the school's mission is appreciated by parents and wider parish community. The school environment celebrates the impact of the school's mission on the pupils' achievements in all areas of their development. Chaplaincy provision is strong in the school: there are well-planned and effective opportunities provided for staff and pupils. These are regularly supported by the parish priest and a member of a religious order. The school's spiritual, moral, social and cultural curriculum is providing staff and pupils with effective tools for growth in these areas. The provision for relationship and health education meets statutory and diocesan requirements. The school has adopted the 'Life to the Full' scheme of work and staff receive relevant support and training.

Leaders are energetic in promoting the Catholic mission, and are a source of inspiration to staff. They are thoughtful and determined, and have skilfully embedded an ethos that ensures that Christ is at the heart of the school. The recent development of the new religious education curriculum is an example of how leaders are systematic and well-considered in their approach. They are ensuring that staff feel valued and are confident in making their contributions to the curriculum design. The result is a curriculum which is providing pupils with access to a much greater depth of religious knowledge and understanding than previously encountered. School leaders are well supported by governors and the St Francis Catholic Multi-Academy Trust, who are active in evaluating, challenging and supporting all developments. They are highly ambitious in their desire for continuous improvement. Inspirational leaders provide the highest levels of pastoral care for staff and are deeply committed to supporting their physical and mental wellbeing. The school has developed highly successful strategies for engaging parents and, as a result, parents are highly supportive of the school. Parish links have been significantly strengthened through the pupils' regular attendance at parish Mass and the Mini Vinnies' links with the St Vincent de Paul Society.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

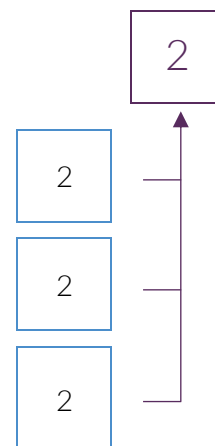
How well pupils achieve and enjoy their learning in religious education

#### Provision

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

#### Leadership

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



Pupil outcomes in religious education are good. From their earliest years, they show high levels of enjoyment, focus and enthusiasm in religious education lessons. As a result, their behaviour is exemplary in all classes. Due to the carefully planned, well sequenced curriculum that is rooted in the Religious Education Directory, pupils are acquiring knowledge and understanding in religious education at a steady pace. Skilled staff are supporting all pupils, including those with additional needs, to make progress through targeted questioning and appropriate feedback. However, teachers do not always provide tasks that enable pupils to make links with prior learning or challenge them to respond with increasing independence. Pupils like to take care with their written work and present it well. They collaborate with their peers very easily and respectfully. Pupils understand how well they are doing, and what they need to do to improve, using their 'green pen' for making their work more accurate. They are developing a level of religious literacy, including some subject-specific vocabulary, and are using this to think ethically and reflect spiritually.

Teacher subject knowledge is good. Teachers understand the value of religious education and bring enthusiasm and commitment to their work. Targeted support for teachers has resulted in consistency of planning within the new religious curriculum and well-structured lessons. The new 'knowledge organisers' are securing teacher subject knowledge and supporting planning which, when linked to accurate assessment, is ensuring that pupils make steady progress. Those with additional needs are well supported by experienced support staff and, therefore, their developing knowledge and understanding is captured accurately. Effective questioning in lessons is increasing the pace of pupils' acquisition of key knowledge and is giving pupils the confidence to ask their own 'big questions'. Children in the Early Years can retell the story of the Nativity in detail through role play and small world models. Pupils across Key Stage 1 know that

the stories of the Annunciation and the Visitation are told in the New Testament. They can link the Visitation to the 'Hail Mary' prayer. In Key Stage 2 pupils are being challenged to understand and develop a secure knowledge of prophecies from the Old Testament and the linked events in the New Testament. Pupils are responding to their learning in increasingly creative ways. The use of art, drama and music is providing all pupils with meaningful opportunities to express and share their growing knowledge and understanding.

All leaders, including governors, ensure that the school curriculum for religious education is a faithful expression of the Religious Education Directory. It is comparable to other core subjects in professional development, resourcing, timetabling and staffing. The religious education leadership team's high levels of expertise is translating their inspiring vision for the improvement of teaching and learning in religious education into a reality. The new curriculum designed by the school is resulting in pupils being challenged to a high level in their acquisition of knowledge and skills in all year groups. Adaptations for the most needy pupils can be seen in the Hub programme, enabling proper access to the curriculum. Teachers readily acknowledge the positive impact of collaborative planning and coaching from leaders on their practice. Regular monitoring and analysis of the impact of the new curriculum provides leaders with an accurate evaluation of the impact on progress being made by all pupils. This notable progress is being shared wider with and acknowledged by other Trust schools. The curriculum is further enhanced through additional activities throughout the year linked to national events, such as Remembrance. Pupils have limited opportunities to explore different places of worship and welcome visitors from other faiths into school. This area of their religious knowledge is not well developed at present.

## Collective worship

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

### Collective worship key judgement grade

#### Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

#### Provision

The quality of collective worship provided by the school

2

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Collective worship at Holy Family school is good. Pupils respond well to experiences of prayer and liturgy. Across the age groups they participate reverently in community prayer and joyful singing. Pupils work collaboratively with others and undertake liturgical ministries with increasing skill, understanding and confidence. From their youngest years, pupils lead and experience celebrations of the word which include scripture passages, meaningful visual focal points, traditional prayers and some moments of quiet reflection. Creative opportunities for quiet reflection by pupils and staff are not yet embedded in the school's practice. Regular feedback about the quality of liturgies by pupil Mission Leaders is providing pupils and staff with guidance and support which is leading to further improvements. Liturgies provide the pupils with clear guidance for their daily lives rooted in the teachings in the gospels. Planned opportunities for pupils to reflect on the impact of this guidance on their moral and spiritual development is embedded in the liturgical practice of the school. Prayer is woven into the daily life of the school with leaders ensuring that it is appropriately planned and responsive to key issues in the local area and globally.

The quality of prayer and liturgy in the school is good. There is a daily pattern that reflects the richness of tradition, and this is appreciated by all. Pupils, particularly in Key Stage 2, are keen to plan and lead worship in classrooms and for the wider school. However, they do not always have the depth of knowledge of scripture to do this independently. As a result, in some classroom celebrations the theme of the worship is not made clear, limiting pupil understanding. Pupils from the school attend the church for Mass each week and consequently pupils know the rituals of the Mass well. They take a lead in the sacramental celebration with confidence and reverence. Links with the parish are very strong, the parish priest and a member of a religious order are regular visitors to school and their contributions to school life are valued by the staff.

and pupils. Leaders are skilled in leading prayer and liturgy. They are good role models to other staff and pupils. School is developing effective opportunities for parents to be involved in the prayer life of the school and within the parish. Families are encouraged to pray at home with the resources in the Advent bags and join their children in school at regular end of term prayerful liturgies.

A graduated policy for prayer and liturgy is in place and staff use this as a guide. Pupil evaluation of worship is embedded in the school's practice. The opportunities to celebrate Mass on a regular basis as well as taking part in other events such as the Advent and Easter liturgies are well appreciated and central to the school's calendar. Leaders and governors prioritise resources of time, staffing and money to ensure there are many opportunities for prayer within the school. As a result of professional development, staff understand the importance of prayer and liturgy and are leading them with increasing skill. They appreciate opportunities to experience prayer and liturgy with colleagues in other Trust schools. Leaders and governors review and evaluate the quality of prayer and liturgy by regularly observing worship and seeking the views of pupils. These reviews are contributing to improvements in the school's prayer and liturgical practices.



## Information about the school

Full name of school	Holy Family Catholic Primary School
School unique reference number (URN)	149504
School DfE Number (LAESTAB)	8913768
Full postal address of the school	Holy Family Catholic Primary School, Netherton Road, Worksop, S80 2SF
School phone number	001909473917
Headteacher	Alexia Fox
Chair of local governing body	Ann Neale
School Website	<a href="http://www.holyfamily.notts.sch.uk">http://www.holyfamily.notts.sch.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Francis Catholic Multi Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	June 2018
Previous denominational inspection grade	Good (2)

## The inspection team

Alixena Lubomski  
Delia Evans

Lead  
Team

## 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