



Archdiocese of Birmingham

INSPECTION REPORT

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

Coventry Road, Small Heath, Birmingham, B10 0HT

Inspection dates 2nd - 3rd March 2016
Reporting Inspector Teresa Quick

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Voluntary aided
Age range of pupils	3-11 years
Number on roll	258
Appropriate authority	The Governing Body
Chair of Governors	Mrs Mary Lynch
Telephone number	0121 675 2670
E-mail address	enquiry@holyfam.bham.sch.uk
Date of previous inspection	February 2011
DCSF School Number	330 3317
Unique Reference Number	103421

Headteacher Peter Foley

Previous inspection: 2

This inspection: 1

DIOCESAN EDUCATION SERVICE



Evidence

- The inspection was carried out by 1 Diocesan Inspector.
- The focus of the inspection was on the effectiveness and use of the school's self-evaluation of Religious Education (RE) and Catholic life.
- To validate the effectiveness of the school's self-evaluation of teaching and learning, the inspector observed 3 full RE lessons with the headteacher.
- The inspector completed a work scrutiny with the headteacher and the subject leader and held a discussion with pupils to evaluate the impact of teaching on their learning over time.
- Meetings were held with the chair of governors, staff, parish priest, parish sister, parishioners and pupils.
- The inspector observed a Mass, a prayer service and undertook a learning walk to look at aspects of learning and teaching in RE, the presentation of the Catholic life of the school, and pupils' behaviour.
- Other documents such as RAISEonline, the school improvement plan, teachers' planning, and learning journals were read alongside the self evaluation.

Information about the school

- Holy Family is an average size Catholic primary school serving the parish of Holy Family in Small Heath in Birmingham which is smaller than the other schools in the area.
- Holy Family School is situated in inner city Birmingham in an area of high social deprivation. The majority of the population surrounding the school come from an Asian background.
- The number of Catholic pupils is currently 14.5%.
- The proportion of ethnic minority pupils is 94.3%. 74.3% of pupils are believed not to have English as their first language. The number of pupils eligible for free school meals is similar to the numbers with special needs and/or disabilities in other primary schools.
- 33% of the pupils receive pupil premium and there is strong evidence that these children achieve as well as their peers.
- Attainment on entry is significantly below the national average overall but children make substantial progress as they journey through Holy Family School.

Main Findings

- Holy Family school has an outstanding Catholic ethos. The majority of the pupils have a faith and they all follow the example set by the dedicated staff, of which the large majority are Catholics, the parish sister and those who support the school in the journey of faith.
- Holy Family provided a very detailed self evaluation and judges its worship, Catholic life and RE to be good. The judgement is based on regular and rigorous monitoring and self evaluation processes. The school has high expectations and the inspection

found that the school had been modest in their judgement of the quality of worship and teaching, learning and assessment in RE.

- Assessment had been a target for improvement since the last inspection and is now embedded. Assessment shows progress to be outstanding. Teachers are becoming skilled in moderating pupils' work.
- The recently appointed headteacher and senior leadership team provide outstandingly strong leadership and together with the governors share the vision for this Catholic School. They ensure the dissemination of the school's vision thereby creating a common sense of purpose for the faith life and ethos of the school.
- The subject leaders give excellent leadership for Catholic life and religious education. Since the last inspection the school has worked well with the priest to have class Masses celebrated in school. The present senior management team has a clear vision for the future. This should be further enhanced with the imminent appointment of a deputy head. A number of staff new to the school have been well supported to achieve high standards of teaching and learning in RE.
- The school copes well with maintaining standards when there is a degree of mobility of pupils at certain stages in the school.

School self evaluation

Catholic Life

- Collective worship and Catholic life in the school's self evaluation was stated to be good. This judgement was made taking the number of Catholic pupils into account. Inspection found collective worship and the Catholic life to be outstanding.
- Catholic life in the school is very strong. It is clearly of importance to the school's leadership. There are excellent structures and systematic processes in place for self-evaluation which show the school striving for improvement. There is clear future planning.
- There is a palpable Catholic ethos in the school. Leaders have maintained and developed the strong sense of family thus enabling pupils to feel safe, cared for, respected and valued. Pupils are treated with respect and they in turn show respect for other pupils and for the adults with whom they come into contact. Behaviour in classrooms and around the school is excellent.
- The school's equal opportunity policy and practice is central to the ethos and organisation of the school.
- The school's recent self evaluation has been a detailed process which has allowed the new leadership and the subject leaders to know accurately the position of the school in relation to its Catholic Life and therefore the next steps forward in improvement planning.
- Clear priorities, timescales, costs and the monitoring personnel involved are now strong features of the school improvement plan.
- Performance management is very effective with every teacher having an RE target. The new senior leadership team set challenging targets for all staff and pupils

- All staff receive effective training and support which ensures high quality collective worship.
- Monitoring of collective worship has ensured very good outcomes for all involved: pupils, parents and parishioners. In the Mass during the inspection, pupils were prayerful and responsive. A large number of parishioners and parents supported the pupils.
- The pupils are extremely responsive to prayer. Each class has a beautifully presented prayer table as a focus for daily prayer and liturgical celebrations. The table is covered in the liturgical colours with high quality religious displays.
- The school liturgy leaders support the organisation of collective worship with the older Catholic children as the altar servers.
- The school ensures that Gospel and British values are at the heart of teaching and learning. The promotion of Jesuit values has a half termly focus.
- The school council is asked for the thoughts and suggestions of the pupils in relation to collective worship. The ideas are considered and formed part of the 2015-2016 SEF for RE.

Governance

- Governance is good. The governors are led by a knowledgeable chair who has had long involvement with the school. She knows the area well and has a vision for what is best for this Catholic school in its context.
- The governors are fully committed, well informed, regular visitors to the school. They are very closely involved with the school and ensure that the ethos and Catholic life of the school, worship and RE provide the best possible opportunities for the pupils.
- There are close links between individual governors and the school, and their frequent involvement ensures they offer both support and challenge.
- As a result of the detailed review of Catholic Life and RE the school is restructuring the governor involvement in the formal monitoring of Catholic life and RE in the school. This further involvement of all link governors is a target point in the school improvement plan. Through governance the school also benefits from the links with other providers.

Religious Education

- Senior leaders monitor and evaluate religious education thoroughly. Their judgement that attainment is good with some outstanding is an accurate judgement. Progress is outstanding when considering the pupils' entry level of no knowledge at all of the Catholic faith or prayer.
- Subject leadership is outstanding. The work of the subject leader has been carried forward by another member of staff during her maternity absence. Both subject leaders were active during the inspection.
- Self evaluation is based on the now very good analysis of pupil performance in RE and the relationship between data and planning.

- RE is an integral part of the robust monitoring and evaluation cycle by the subject leaders and senior management team. Moderation and assessment sheets, learning walks, book trawls, planning scrutiny, and lesson observations, in conjunction with governors, pupil group and individual interviews and interviews with parishioners and governors, all feed into self evaluation and thence to the action plan for RE and Catholic life.
- Leaders know their teachers well. Regular analysis of data by the senior leadership team results in targeted support. It is the exemplary behaviour and respect for the teachers and learning that allows very effective teaching and learning. The interesting methods employed by teachers enable pupils to be interested, active, independent learners and make outstanding progress.
- Each class has a substantial amount of work in their RE books. There is clear progression as the pupils move through the school. The RE books are covered so that they are special books. Work is generally differentiated. Most marking is developmental with questioning to develop further pupils' learning.
- Family life and sex education policy is reviewed every 2 years. Its teaching is subject to review and following recent training the school is re-evaluating the policy.
- PSHE and SEAL lessons are successfully delivered to promote the teaching of Gospel values.
- The subject is led by an enthusiastic subject leader and in her absence the subject has continued to be developed. The subject leader has observed the teaching of RE and collective worship in all classes. The written records are good.
- Resources are good with a high budget for RE. Resources are kept in specific classrooms and others are stored centrally. There are many differing types of new Bibles. An audit of RE resources could enable staff to know the full range of books, posters and equipment.
- The school is proud of the provision for SMVSC (Social, moral, vocational, social and cultural) development which is exemplary.

Overall effectiveness of the school

- Teaching is at least good with outstanding teaching seen. All staff receive the necessary professional development from the Birmingham Catholic Partnership and through the effective support for newly qualified teachers and teachers new to the school whether Catholic or non-Catholic. The impact has been that teaching is at least good.
- Throughout the school at least 10% of curriculum time is devoted to RE. Standards in RE are comparable with those of English.
- The basis for the teaching of the RE curriculum is the Birmingham Diocesan curriculum strategy 'Learning and Growing as the People of God'. Through the teachers' good knowledge of their children, this strategy has been successfully adapted to meet the learning needs and interests of the children. The curriculum is broad and well developed to cover all aspects of RE and is woven across the curriculum. By Year 2 pupils have learned well and standards are at an expected level. Teaching in Year 3 led to good discussion on the symbols that can be used

on a monstrance. In Year 6 teaching led to purposeful discussions where pupils were enthusiastic to share ideas.

- The curriculum is enhanced by the annual Year 6 retreat to Alton Castle, the annual visit to St Chad's Cathedral, annual interfaith programme of visits, and links to the local secondary schools. Teachers arrange for the parish priest to come to their classes to support the learning, for example to teach baptism or the last anointing.
- Despite the decreasing number of Catholics the school fully provides the children's sacramental preparation. Non Catholic children come to the celebrations to support their peers. The programme is supported by the priest and the parish sister. This is one of the many areas that the parish sister has an active role.
- For the Sacraments of Holy Communion and Reconciliation, very successful pupil and parent workshops are held.
- The pupils show an awareness and respect for other faiths. Inter faith visits are highly successful. Pupils of other faiths are encouraged to compare and share their experiences in RE lessons and at other times.
- Special attention is being given to the Year of Mercy with regular assemblies taking place and as a result of cross-curricular work a mosaic has been constructed with all pupils working with the visiting artist.
- Children's awareness and understanding of community is developed through their support and fund raising. There are many examples in the local area: they supported a muscular dystrophy charity as support for one of the pupils. Pupils support parish and diocesan events and appeals. They support the Church world-wide through CAFOD.
- Year 6 has an understanding of vocation. There is an interesting vocations week planned for June. The school is very aspirational for its pupils and this can be seen in the planning.
- The new leadership team has actively sourced and encouraged collaboration with other Catholic settings.
- The senior leadership team regularly engage with parents through weekly parent meetings. Learning at home is supported by regular 'Inspire' sessions. Parents are now working to support the school's multi-faith week.
- The school is situated next to the church and is still very much a parish school with parishioners regularly welcomed into the school. It is one of two schools in the parish.
- The school has invested in the making of a wonderful piece of art work for the Year of Mercy; a large mosaic in which all pupils took part. This will add to the very many very good permanent and non permanent RE displays around the school.
- The school benefits from the weekly visits of the parish sister. Her knowledge and support is of huge benefit to pupils, staff and parents. The priest is also a regular visitor to the school and supports learning especially in relation to sacramental teaching.

Recommendations

- Develop the role of the liturgical leaders.
- Develop the pupils' involvement in the planning and organisation of collective worship to include more pupil led prayer services in class and class led whole school Masses.