



Archdiocese of Birmingham

Section 48 Inspection

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

Penny Park Lane, Keresley, Coventry, CV6 2GU

Inspection date	6 th & 7 th December 2016
Reporting Inspector	Rose Brookes
Inspection carried out under Section 48 of the Education Act 2005	

Type of School	Voluntary aided
Age range of pupils	4-11 years
Number on roll	421
Appropriate authority	The Governing Body
Chair of Governors	Barbara Nugent
Telephone number	02476333631
E-mail address	headteacher@holyfamily.coventry.sch.uk
Date of previous inspection	December 2011
DFE School Number	331/3435
Unique Reference Number	103726
Headteacher	Mrs Grainne Griffiths
Previous inspection:	2
This inspection:	2



Evidence

- The inspection was carried out by one Diocesan Inspector.
- The focus of the inspection was on the quality, leadership, and impact of the school's provision of Catholic life, collective worship, and religious education (RE).
- The inspector observed teaching across 4 RE lessons to evaluate the quality of teaching, learning and assessment. All of these lessons were conducted jointly with the head teacher.
- The inspector completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic life, worship, and the impact of teaching on their learning over time.
- Meetings were held with the chair of governors, the RE Link governor and another governor, the headteacher, the subject leader and the parish priest.
- The inspector attended a whole school Mass and class based worship in two classes 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.
- The inspector reviewed a range of documents including the school's self-evaluation, data about pupils' achievement and progress, RAISEonline, the development plan, teachers' planning, and records of Catholic life events.

Information about the school

- Holy family is a two-form entry primary school situated in Keresley, serving the parish of Holy Family, Coventry.
- The number of children from ethnic minority groups is above average for schools in similar geographic areas.
- The number of Catholic pupils is currently 98%.
- The proportion of pupils who are supported through pupil premium is below the national average.
- The majority of children enter the school with lower than expected levels of attainment.
- There have been significant changes since the last inspection: a new headteacher was appointed in September 2016, a new parish priest came in February 2016.

Main Findings

- The Catholic life of the school is outstanding. It provides a creative environment where all can develop in faith.
- The provision and outcomes for collective worship are outstanding. Pupils lead the liturgies for both class and whole school with confidence and reverence.
- The leadership of Catholic life and collective worship is good with some outstanding features. Since her appointment in September the new head teacher, her senior leadership team and experienced RE subject leader have already demonstrated a collective drive towards improving all areas of Catholic life and RE.
- With her senior leadership team and governors, the head teacher has conducted a range of monitoring activities relating to provision and outcomes

of Catholic life and worship and their analysis provides a firm basis for accurate diagnosis of the school's strengths and areas for development. However, there has not been enough time to fully implement all the action plans and to evaluate their impact.

- Provision for and outcomes from RE are both good. Planning and assessment procedures contribute to the engagement, progress and attainment of all pupils.
- The recommendation from the previous inspection that all pupils have a very secure knowledge of other faiths has been achieved.

THE CATHOLIC LIFE OF THE SCHOOL

Catholic life, collective worship and spiritual, moral and vocational development: provision and outcomes

- The Catholic life at Holy Family is outstanding. Staff and governors, including the parish priest, have a strong sense of commitment to the mission of the Church in education leading to a Catholic ethos promoting the development of the whole pupil.
- The new headteacher and the experienced RE subject leader are passionate about promoting a rich legacy of Catholic life and a strong Catholic ethos for pupils, parents and staff. They are supported by a committed Catholic staff who are effective faith role models.
- There are very well established links between school, parents, church and parish. They work together to deliver sacramental catechesis to pupils and parents. This programme not only prepares pupils for the sacraments but also gives the parents an opportunity to strengthen their own faith.
- Pupils strongly respect each other and understand what it means to forgive. They can clearly articulate the school's mission statement 'living and learning and loving in His way' and they can explain how they act out this mission in their own lives.
- The school's growing multicultural community serves to enrich the school with its strong Catholic faith. Some pupils speak with great knowledge and passion about the varied ways that they express their deep faith through their own culture in the parish and home, as well as in school.
- The Eucharist is at the heart of school belief and celebration at Holy Family School. There is a commitment to vibrant acts of worship, and carefully planned Masses and opportunities for staff and pupils to develop a rich prayer life. Thus, pupils are engaged and reverent and they have an excellent knowledge of the Eucharist.
- During the inspection pupils led a whole school Advent Mass. All the pupils' behaviour was exemplary. Year 4 pupils led an Advent wreath reflection. It was carried out very creatively and demonstrated that pupils have a very good knowledge of traditional prayer and liturgy and a thorough understanding of different styles of private and public prayer.
- Pupils are eager to be altar servers and to sing in the school choir. They speak enthusiastically about how much they enjoy participating in these activities. During the inspection the choir sang beautifully during the Advent school Mass.
- Each year the Holy Family parish church hosts the annual 'Good Shepherd Mass' for the Coventry Catholic schools' cluster. Holy Family school plays a leading role in organising the liturgy and staff speak with pride about this. Pupils are proud about how they fundraise for the 'Good Shepherd appeal'.

Through such aspects of school life they understand that they are called to a life of service and commitment to others.

- Pupils have a clear understanding of discipleship. The school finished the Year of Mercy with a whole school retreat day on the theme of 'we will go out'. Each class made a disciple book where the pupils wrote prayers in their own footprints. In the future, the school is planning to continue this by fundraising for charities.
- Behaviour around the school is exemplary. Pupils treat each other with high levels of respect. They have a good understanding of right and wrong founded on the teachings of the church.
- Building upon its last report, the school has sought to develop all pupils' knowledge of other faiths. Thus, pupils are very respectful towards each other and they understand that people can express their belief in God in different ways. Pupils are at ease and act with integrity when praying with others who have different beliefs and attitudes to spirituality.
- The prayer life of the school is excellent. The new head teacher recently established a Rosary group in October. Each year group has its own prayer book. All classes share prayer and reflection; consequently, pupils' knowledge of traditional prayer develops through the key stages.
- Pupils have opportunities to engage in some traditional liturgies. The school could now increase these opportunities for pupils to be involved in other traditional Catholic liturgies such as the celebration of a May procession.
- Pupils regularly prepare and lead worship with confidence and enthusiasm from their earliest years in a variety of gatherings. During the inspection Key Stage 2 pupils rang a hand bell to call all classes to participate in their own daily pupil-led Advent class liturgies.
- Prayer areas in each classroom and around the school enhance pupils' interest and understanding of the faith life of the school. An artist has worked with pupils to create a mural of the works of mercy; prayer trees adorned with lights, prayers and symbols contribute to making sacred places that remind the children of the call to pray anywhere. Therefore, pupils have a thorough understanding of different types of prayer.
- Through the establishment of a pupil Chaplaincy Team, in collaboration with partner schools, especially Cardinal Newman Catholic High School, pupils regularly lead whole school and class prayer and help other pupils to live the Gospel values.
- In addition to the monitoring and evaluation of collective worship and Catholic life by governors and senior staff, pupils' views are sought and valued. Feedback from pupils is used to make improvements. As a result, the school has an accurate understanding of its strengths and areas for development.
- Pupils in Key Stage 2 are unable to confidently explain what vocation means in their lives and the lives of others. The school needs to provide more opportunities for pupils to develop their understanding of vocation.

LEADERSHIP

Leadership of Catholic life and Collective Worship

- The leadership of Catholic life and collective worship is good with some outstanding features.
- School leaders defend and promote the Catholicity of the school well.
- Holy Family is strongly led by the dynamic new headteacher who is totally committed to the Catholic leadership of the school family. She is supported by a very dedicated team and parish priest.

- Since her appointment in September the head teacher has made rapid strides to ensure that she knows the school's strengths and areas for development.
- With her senior leadership team and governors, she has conducted a range of monitoring activities relating to provision and outcomes of Catholic life and worship and their analysis provides a firm basis for accurate diagnosis of the school's strengths and areas for development. However, there has not been enough time to fully implement all the action plans that have been formulated in response to this initial monitoring.
- There is clear evidence that governors make a significant contribution to self-evaluation. They are well organised and kept fully informed about the Catholic life of the school through their frequent visits to the school and the detailed termly reports they receive from the head teacher.

RELIGIOUS EDUCATION

Leadership, outcomes from and provision for religious education

- The leadership, outcomes from and provision for religious education are all good.
- The subject is very well led by an experienced coordinator, who provides outstanding example and support to ensure that teaching is at least good and sometimes outstanding.
- As a result of this term's monitoring, a very focused RE improvement plan is in place with good staff development to ensure that any gaps in teaching and learning are being addressed.
- The RE subject leader has completed in-depth evaluations of the scrutiny of RE work and the monitoring of teacher planning. This analysis showed that in some year groups there were gaps in coverage of a few of the units contained in the scheme of work. A programme of staff development and support has been implemented to address this issue.
- Since the last academic year, curriculum time allocation for RE in Key Stage 2 has been reviewed. All classes now meet the requirement of the Bishops' Conference to allocate 10% of curriculum time to the teaching of RE.
- Governors maintain careful oversight of RE; for example, they monitor RE books to judge pupils' progression and to inform themselves about how the RE curriculum is taught.
- In her first term, the new headteacher has already observed all teachers teach, given feedback and adjusted the school development plan so that development points can be actioned. As a result, standards in RE planning and teaching have been raised.
- Teachers in each year group effectively collaborate together to ensure good (and in some classes outstanding) RE planning and learning across the school.
- RE is seen as a priority in the school curriculum and all teachers are set an RE performance management objective by senior leaders.
- An excellent professional development programme is in place to support newly qualified teachers (NQTs) who are teaching RE.
- As recommended in the previous report, good links are made with other subjects such as literacy and geography. As a result, RE is more integrated across other subjects and this has led to a rise in standards.
- Baseline assessments in RE confirm that a high proportion of foundation pupils enter the school with low levels of attainment.

- Teachers are currently analysing their own class RE data, in accordance with diocesan recommendations, to identify how different groups are performing within their classes.
- By the end of Key Stage 2 most pupils are working at or above expected levels and overall attainment levels are high and compare favourably with pupils' performance and standards in literacy.
- Progress in RE is good within and across each Key Stage.
- Most pupils are given regular feedback from teachers about their written work. To enable pupils to self-assess their learning in RE lessons, beginning and end of unit evaluations have recently been implemented in most classes. However, these practices need to be more consistent across the school.
- During the inspection, all lessons that were observed were at least good and some were outstanding.
- In one lesson, Year 2 pupils were encouraged to take part in role play to help them to understand the visitation of Mary. This activity engaged all pupils and enhanced their understanding of this biblical event. During interviews Key Stage 2 pupils spoke knowledgably and passionately about how they enjoyed learning about St Paul. They could recall detailed events from his letters. As a result of well-planned lesson, that motivate and engage, pupils clearly enjoy their learning in RE.
- Teachers' subject knowledge is at least good and some teacher's knowledge is outstanding. Year partners plan together well to support each other. This helps to raise standards in RE teaching as experienced staff are given the opportunity to share their expertise with less experienced staff. This ensures that all staff have good RE subject knowledge.

Recommendations

In order to improve the school should:

- Improve standards in RE by providing pupils with regular and meaningful feedback in RE
- Increase the opportunities for pupils to be involved in and to have a thorough understanding of traditional Catholic liturgies beyond the celebration of the Eucharist
- Provide more opportunities for pupils to develop their understanding of vocation