

**DIOCESE OF HALLAM SCHOOLS'
DEPARTMENT**



SECTION 48 INSPECTION REPORT

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

**THE HOLY FAMILY CATHOLIC
PRIMARY SCHOOL
WORKSOP**

School URN	3768
Name of Chairman of Governors	Mrs Maria Carroll
Name of Headteacher	Mrs Jane Smedley (Acting/Designate)
Date of Inspection	4th March 2008
Section 48 Inspector	Mrs Gillian Foster

“... an enthusiasm for the things of God.”

Introduction

The Inspection of The Holy Family Catholic Primary School has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam.

The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided.

Description of the school

The Holy Family School is situated in Worksop, Nottinghamshire. The school serves two parishes, St Mary and St Joseph the Worker and St Helen's, Oldcotes. Children are drawn from a wide geographic area and approximately one fifth of children are bussed into school daily. The parents of the children represent the full range of socio/economic backgrounds with many pupils being drawn from the nearby Manton area which is an area of social and economic deprivation. This is an average sized primary school with a predominance of White British heritage pupils. On entry to Foundation Stage, pupils show a spread of ability ranging from below to above average. Forty seven percent of the children are baptised Catholics. Of the nine full time teachers, six are Catholic and two hold the Catholic Certificate in Religious Studies. The deputy headteacher became the acting headteacher in September 2007 and has recently been appointed to the substantive post of headteacher, she will take up appointment in April 2008. A senior member of staff is currently acting deputy headteacher. The school's last Religious Education Inspection took place in May 2003 and its last OFSTED Inspection was in December 2007.

The school offers a wide range of extra-curricular activities managed by staff. There are excellent links between the school, parents and members of the parish communities. Parents actively support the school and are overwhelmingly satisfied with the education and care their children receive. The school is held in very high regard within the community.

Information about the school

Type of School	Primary, Voluntary Aided
Age profile of Students	3 - 11 years
Number on roll	231
Number of Students on Special Educational Needs Register	34

Number of Students with a Statement of Special Educational Needs	0
Number of Catholics on roll	109
Number of Other Christian Denominations	121
Number of other Faiths	1
School address	Netherton Road, Worksop, Notts. S80 2SF
Telephone Number	01909 473917
Fax Number	01909 531404
Email	headteacher@holyfamily.notts.sch.gov.uk
Website	www.holyfamily.notts.sch.uk

OVERALL EFFECTIVENESS OF THE SCHOOL

How effective and efficient is the provision of Catholic education in meeting the needs of learners?

The effectiveness and efficiency of the provision of Catholic education is outstanding. The Governing Body, led by an outstanding Chair of Governors, is well informed, proactive and deeply committed to promoting and deepening the quality of Catholic education. The headteacher (designate) provides very strong, effective leadership and together with the deputy headteacher and senior members of staff, works with dedication and enthusiasm in partnership with the governors and the parish priest to improve the already very high standards of Catholic education offered to all the children. The deep personal faith of the leaders is evident and inspires and motivates all their efforts on behalf of the children. All leaders acknowledge and appreciate the great contribution made to the present success of the school by the past headteacher. All leaders and staff share the values and beliefs of Catholic education and are committed to the Catholic life of the school, they believe that each child is made in the image of God, is loved by God and is therefore deserving of the very best education. Staff are supportive of each other and provide very good role models for the children. The excellent relationships which exist throughout the school community promote and strengthen the Catholic ethos. All pupils, irrespective of ability or beliefs, are loved, respected and valued and they flourish in a prayerful, happy, caring and supportive

environment where staff have high expectations for them. The well delivered, varied and differentiated curriculum allows all children to acquire and develop knowledge and skills which have a positive impact on their attitudes and contribute to their spiritual and moral development. Children are very well prepared for the next phase of their education. Relationships between school and parents are excellent, parents are supportive and appreciative of the high standards of care and education offered to their children, they feel valued as partners who are encouraged and enabled to contribute to their children's education. Close links with the parishes help the children to appreciate that they are important members of a worshipping community of faith. A strength of the school and crucial to the school's success, is the rigorous and regular self-assessment and analysis of practice procedures which enable them to identify areas for improvement and monitor them. Many areas for development have been identified in the Self Evaluation Form and feed into the current School Improvement Plan. The inspector agrees with the school's assessment of areas to be addressed and developed and suggests that the following three areas become the focus following this inspection:

- To involve the whole school community in reviewing and up-dating the Mission Statement to include a children's Mission Statement.
- To seek new ways to develop and strengthen links with the parishes.
- To develop procedures to share the identified existing outstanding practice in teaching and learning with colleagues to ensure excellence in all Key Stages and to seek ways to share and disseminate this outstanding practice within the Diocesan family of schools.

The effectiveness of any steps taken to promote improvement since the last inspection

The last Religious Education Inspection took place in May 2003 and the following areas for development were identified: to celebrate and consolidate the strong Catholic Christian ethos within the school and the loving, caring family atmosphere in the community; to celebrate and maintain the excellent quality of Religious Education in the school; to maintain the excellent standards of leadership and management demonstrated by headteacher, governors and staff; to maintain the good relations already established between parents, staff and the community and to consider developing individual prayer books for the children to keep in order to retain some of their deeply spiritual and personal prayers. All the above areas have been successfully addressed; the strong Catholic Christian ethos has been maintained and developed; the quality of provision of Religious Education continues to be excellent. Leadership, at all levels, remains a strength of the school and the acting headteacher and deputy headteacher have sustained this effectively through the period of transition the school is now in. Relationships with parents and parishes continue to be excellent and support and enrich the work of the school. Personal prayer books for the children have been introduced, these books were blessed by the Bishop. The children enjoy using them and take great pride in them, they add richly to the spiritual development of the children.

The capacity to further deepen the quality of Catholic education

The capacity to further deepen the quality of Catholic education is outstanding. The Governing Body, parish priest, headteacher (designate), subject leader and all members of staff are actively engaged in the school's mission; they are dedicated, enthusiastic and totally committed to providing the best possible Catholic education and care for the children. Parents are very well supported by the school in developing their children's Religious Education through a variety of leaflets and informative 'Family News' letters and the regular invitations they receive to attend Masses, liturgies and other celebrations and events. Parents feel valued that they are regarded by the school as partners in their children's education. The Self-Evaluation Form (SEF), gives a clear and realistic analysis of the school's strengths and areas for development which are fed into the School Improvement Plan (SIP). Detailed Action Plans are then developed with practical actions and initiatives required to achieve the stated aims. These plans are rigorously monitored, evaluated and reviewed with governors taking an active role at all stages. Staff training is given a high priority and staff training needs, together with identified school priorities, are linked to performance management. The leadership team are skilled at identifying strengths and talents in teachers and teaching assistants, they offer opportunities for staff to develop and use their skills for the benefit of the whole school community.

THE CATHOLIC LIFE OF THE SCHOOL: LEADERSHIP AND MANAGEMENT

How effective are leadership and management in the development of the Catholic life of the school?

Leadership and management in the development of the Catholic life of the school is outstanding. Leaders at all levels have a very strong sense of the educational mission of the Church and of the school's role in this. Governors, the headteacher (designate) and senior leaders provide a very clear, focused direction for the Catholic life of the school. They ensure that the Catholic ethos of the school is central to the life of the school and that The Holy Family school is an integral part of a prayerful, worshipping community of faith. The school is very effectively managed; through vision, planning and constant monitoring and evaluation, governors and senior managers are successful in achieving the high ideals they aspire to for all the children. Staff are given many opportunities and are well supported in understanding and developing their own faith leading to a confidence in supporting the children on their faith journeys. Very good links exist between parents, parishes and other agencies which reinforce the high standard of care, guidance and support that ensures the well being of all the children. Children feel loved and valued and they flourish in this Christ centred, affirmative, supportive environment. A Rainbows Group, managed by teaching assistants, very effectively and sensitively meets the needs of individual children facing issues such as bereavement and separation. Excellent links exist with the wider community and the school is actively involved in outreach activities such as CAFOD which impacts greatly on the children's spiritual and moral development and contributes effectively to

developing social cohesion. Relationships throughout the school community are excellent, promoting a culture of celebration, respect, affirmation and forgiveness. The warmth of welcome extended to all who enter The Holy Family School is clearly evident. Priorities for developing the Catholic life of the school are accurately identified through the rigorous self-assessment cycles and included in the School Improvement Plan.

THE CATHOLIC LIFE OF THE SCHOOL: COLLECTIVE WORSHIP

How good is the quality of Collective Worship?

The quality of Collective Worship is outstanding and meets statutory requirements. There is a clear policy for Collective Worship which is regularly reviewed by governors and evaluated through governors frequent attendance at acts of worship. Eucharist and prayer are acknowledged to be central to the life of the whole school community. Acts of worship and liturgical celebrations are very well planned, varied and are always appropriate to the age and interests of the children. Acts of worship are lively, vibrant and engaging events with opportunities offered for private prayer, spontaneous prayer and reflection. Children participate in, prepare and lead acts of worship with skill and enthusiasm, their joyful singing adds greatly to the celebrations. For the children, prayer is a natural way of developing their relationship with God and they are completely open and comfortable with it. Masses and other liturgical celebrations are often shared with parishioners and parents and this helps the children to develop a sense of their own important place in the Church and of being part of a worshipping, liturgical community of faith. Collective Worship makes a powerful impact on the spiritual and moral development of the children.

RELIGIOUS EDUCATION: ACHIEVEMENT AND STANDARDS

How well do learners achieve in Religious Education?

Learners achievement in Religious Education is outstanding. Religious Education is regarded as the most important core subject and expectations for all learners are high. The rigorous, dynamic curriculum presented to the children engages them and allows them to achieve high standards. Almost all learners make at least good progress, many, including those with learning difficulties and disabilities, make very good progress. Pupils' behaviour is very good, they show enthusiasm and enjoyment of Religious Education lessons which contribute to good standards of attainment. Children take a pride in their written work which is of good quality and well presented. There is some inconsistency in the amount of written work produced and staff may consider coming to an agreement about the amount of written work expected from each age group. From the earliest years children are nurtured, respected and encouraged to express their views and listen to the views of others. Children develop knowledge and understanding appropriate to their ages and abilities. Many of the older children show a real maturity in relating the knowledge gained in Religious Education to its impact on their lives and the world in general. Pupils with special needs are well catered for, they

are very well supported by able and dedicated teaching/classroom assistants. Non teaching staff, through their dedication and commitment, also make a valuable contribution to the achievement of all pupils. The older children in particular, have high level ICT skills and they produce high quality, exciting presentations in Religious Education which deepen their knowledge and understanding and enhance learning and Collective Worship for others. Together with the Religious Education curriculum, PSHCE and Circle Time contribute to the very good spiritual and moral development of the children.

QUALITY OF PROVISION OF RELIGIOUS EDUCATION

How effective are teaching and learning in Religious Education?

Teaching and learning throughout the school is outstanding. Learners thrive as a result of the teaching of Religious Education, they enjoy their lessons and make very good or good progress. Teachers have excellent subject knowledge, they are confident, enthusiastic and committed to offering all children the highest quality Religious Education. Teachers are prepared to communicate and share their own faith and beliefs with the children and in doing so provide excellent role models for the children. The excellent relationships which exist throughout the school community promote an effective learning environment. All staff are very well supported in teaching Religious Education by strong subject leadership offered by the headteacher (designate), the acting deputy headteacher and other senior members of staff. The 'Here I Am' programme is used as the foundation of the Religious Education curriculum. Rigorous assessment used consistently across the school, informs planning and ensures that children are given appropriately differentiated work/activities matched to their needs which allow them to fulfil their potential. Most activities have an appropriate level of challenge. Of the lessons observed during the inspection, all were good and many were outstanding. Teachers challenge children to think spiritually, ethically and theologically and to become aware of the demands of religious commitment in everyday life; this was very well exemplified in the work the children were doing on Global Issues. Most lessons include opportunities for prayer, reflection and self-evaluation and this makes an excellent contribution to the spiritual and moral development of the children. All teachers demonstrate very good questioning skills, leading children to deepen their understanding. Teachers also appreciate the importance of allowing children time for consideration before responding to questions. Consideration should now be given to developing the sharing of the excellent practice which already exists in school to support an identified priority in the School Improvement Plan of achieving excellence across all Key Stages. School may also consider how they could share the outstanding teaching and learning at The Holy Family with other schools in the Diocesan family of schools. Religious Education planning, lessons and pupils' work are monitored and evaluated as part of the monitoring and evaluation cycle. Effective and affirmative feedback is given to staff and areas of strength and further development are identified. These areas are then included in development plans, this is very good practice and leads to continuous improvement.

How well does the Religious Education curriculum meet the needs and interests of the learners?

The efforts of the school in meeting the needs and interests of all learners is outstanding. The Religious Education curriculum fulfils the requirements of the Curriculum Directory for Catholic schools and meets the requirements of the Bishops' Conference by devoting at least ten percent of teaching time to Religious Education. Children acquire a sound knowledge of the Catholic faith and develop an understanding and respect for other faiths and cultures. The life of the school is organised around the life and teachings of Jesus, all feel loved, cherished and valued and are made to feel that their individual contribution to the school community is important. Through Religious Education and excellent PSCE, children are offered a very well planned, balanced and exciting curriculum which engages them and supports them on their faith journeys and in their personal and social development. All children are encouraged to investigate, reflect and develop skills and attitudes to respond to God's call and understand how they, as Christians, can impact on God's world in their everyday lives. These initiatives support the fulfilment of the 'Every Child Matters' agenda which is closely linked to the School Improvement Plan. The school has a School Council whose members, drawn from years two to six, are very articulate in expressing pride in their school. They consult with their peers on issues of importance to them and then discuss these matters with staff. Council members feel valued and affirmed as many of their suggestions have been incorporated into school life and have contributed to the smooth running of the school and the well being of the children. The school is socially inclusive offering equal access of opportunity for all pupils to make progress spiritually, academically and personally. The partnership with parents/carers is valued, they are regarded as partners in their childrens' education and they are kept well informed of what their children are learning and how they can support them. Relationships throughout the school community are excellent and promote the strong, caring, Catholic Christian ethos which has such an important impact on the spiritual and moral development of the children.

LEADERSHIP AND MANAGEMENT OF RELIGIOUS EDUCATION

How effective are leadership and management in raising achievement and supporting all learners in Religious Education?

Leadership and management in raising achievement and supporting all learners in Religious Education is outstanding. An outstanding and highly committed Chair of Governors and governing body work closely with an equally outstanding headteacher(designate), the acting deputy headteacher and senior members of staff, together they work effectively to bring about a shared vision of excellence for all children. This vision is translated into the continuous promotion of high standards by developing, implementing, monitoring and evaluating Action Plans to achieve improvement. Subject leaders place a very high priority on the teaching of Religious Education, they strive for high standards and quality Religious Education and the faith

development of all learners. The varied skills and talents of members of staff are very well used to lead this subject. The subject is very effectively managed, resources are well used; teachers and teaching assistants are allowed and encouraged to develop their particular strengths to enhance the delivery of the curriculum. Planned cross-curricular work, especially during special liturgical seasons and themed weeks, greatly enhance and enliven the Religious Education curriculum. The rigorous monitoring and evaluation procedures in place ensure quality control and feed into self-assessment which informs identifying development priorities. Identified priorities are then linked to performance management. Staff welcome the monitoring and the support which the subject leaders provide. Those teachers who are new to the school feel the monitoring procedures and the opportunities to discuss their teaching of Religious Education has impacted positively on their teaching for the benefit of their pupils. The school commits budget share to Religious Education sufficient to develop and implement identified priorities. This money has been very well spent in the past and has contributed to the excellence of provision of Religious Education for all learners.

Summary of Inspection Judgements:	
Overall Effectiveness	Outstanding
The Catholic Life of the School	
How effective are leadership and management in developing the Catholic life of the school?	Outstanding
How good is the quality of Collective Worship?	Outstanding
Religious Education	
How well do learners achieve in Religious Education?	Outstanding
How effective are teaching and learning in Religious Education?	Outstanding
How well does the RE curriculum meet the needs and interests of learners?	Outstanding
How effective are leadership and management in raising achievement and supporting all learners in Religious Education?	Outstanding

Further copies of this report are obtainable from the Holy Family Catholic Primary School or from the Diocese of Hallam Schools' Department, The Hallam Pastoral Centre, St Charles Street, Sheffield S9 3WU Tel: 0114 2566440