



### **CHARACTERISTICS AND CONTEXT OF THE SCHOOL:**

Holy Family RC Primary School is an average sized voluntary aided primary school serving the parish of St. James and All Souls. There are currently 240 children on roll, of which 91% are baptised Catholics. The school takes children from aged 3-11 years. There are 12 teachers of whom 10 are Catholics. They are supported by 9 teaching assistants of whom 4 are Catholics. 46.7% of children attending the school are eligible for pupil premium funding. 28 % of children have special educational needs and disability (SEND). 43.6% of pupils have English as an additional language. Attendance is at 96% from 1st September 2016 to 11th April 2017.

### **OVERALL EFFECTIVENESS OF THE SCHOOL IS OUTSTANDING:**

High expectations lead to high standards at Holy Family. The mantra of the school is to prepare the children to be the best that they can be. They do not see any circumstances that should be a barrier to learning and progress, and staff are 'rooted in this.' Children are successfully challenged on how they put the school's values into practice and they state that, 'We know what is right and wrong.' The hard working headteacher is clear in her vision and through rigorous self-assessment, knows the school inside out. She is well supported by a very knowledgeable, enthusiastic and talented deputy headteacher who leads RE from strength to strength. All the staff share in the values of the school and its mission. The atmosphere in the school is one of a nurturing family that supports all of its members. The school walks with the community on its faith journey and has created conditions to help in the growth of spirituality. Governors are well informed about the school and regularly check information for themselves to ensure its accuracy. The parents that were spoken to felt that the school teaches children to be good, to know the Bible and to be respectful children. The school is a place where families receive great support and where children feel loved. The school has fully met the improvements recommended by the previous Section 48 inspection.

### **KEY STRENGTHS OF THE SCHOOL INCLUDE:**

- Leadership from the headteacher who has a clear vision for Catholic education, based on gospel values, is outstanding. The deputy headteacher supports her well and is a strength of the school.
- Relationships between all members of the school community.
- High expectations in all areas. Children's behaviour is excellent.
- Prayer is at the heart of the school family; children demonstrate a high level of skill and confidence in leading prayer and worship.

### **THE QUALITY OF CATHOLIC LEADERSHIP IS OUTSTANDING:**

Pupils, staff and governors have an in-depth understanding of the mission of the Church in education. There is evidence that the governors hold the school to account. The headteacher has a role for Salford Diocese's Department for Education as a Diocesan Associate Headteacher. The hard working headteacher, supported by the leadership team, has impacted on the school by embedding the mission statement throughout the school. The deputy headteacher has implemented several of the initiatives that are used throughout the school that strengthen the faith life of the school. Monitoring of the school life is rigorous and it has had the impact of increasing attainment and progress in RE. The mission and ethos of the school are shared by the governors, senior leaders, staff and children. Pupils interviewed say that they want to 'prove themselves' and to learn about new things. Children experience the mission of the wider church through visitors such as an Imam, Rabbi, child refugee, practising Buddhist and CAFOD volunteers. Staff are afforded training and opportunities to develop. Governors are knowledgeable, challenging and supportive and regularly visit the school, such as to visit classrooms and assemblies and all share the vision with the school's leadership team for the next steps for the school. The parish priest is well known by the children of the school who value his visits. Priorities are addressed in the school's RE Action Plan.

### **THE QUALITY OF THE WORD OF GOD IS OUTSTANDING:**

The mission statement is contemporary, is known, lived and witnessed throughout the school. It says, 'At Holy Family, we learn, believe and seek to make the right choices as God's children,' for example, modelling from teachers observed was highly conducive to learning. In addition to this, children report that the school helps them to make 'Good choices for life.' The school community revised its mission statement in 2012 and it is known, lived and witnessed throughout the school, for example, the responses from the children in the early years. There is regular staff inset devoted to RE, and Scripture is very commonplace across the school. Standards in RE are equal to those in English. There is rigorous monitoring through scrutiny of RE books and observation of lessons which confirms the inspection judgement. The school has sought advice to form an effective assessment system. Children are given the opportunity to discuss the 'big questions', for example, each class has a record of how they have discussed issues in the 'Big Questions Book.' Children understand the school's mission as it is in 'child speak'. The school's RE policy states that the school aims to 'utilise every opportunity to create suitable conditions for faith development.' This was seen when children are given the voluntary opportunity to reflect on issues in their lives in the 15 minutes before the school day begins. Spiritual, moral, social and cultural (SMSC) is at the core of Holy Family School, for example through French Day, Black History month and Multi Faith week. Children spoken to speak highly of the visit to the school by a local Imam. Scripture is abundant at Holy Family, in assembly, in 'Word Worship' and in lessons. Religious literacy is highly developed and embedded across the school, for example, is celebrated in each class' RE display, for example, there is a display about 'Forgive Us Our Sins.' The school and St James' parish work closely together, for example with support for the Sacramental Programme and with parishioners attending children's Masses in church. The Spiritual, Moral, Social and Cultural Policy states that the school aims to 'enable children to develop an understanding and respect for different beliefs and cultures.' This is evidenced with every year group studying a different faith in Multi-Faith Week. The assessment and marking system is an effective, streamlined dialogue between children and staff. There is evidence that the RE leader is always looking to improve the quality of the systems in place. Learning in RE is differentiated to meet the needs of learners. Scripture is widely known and understood across the school. Examples include the Feeding of the 5000, The Lost Son, The Wedding Feast at Cana and The Road to Emmaus. Children respond to teachers' comments in the marking of their work.

### **THE QUALITY OF WELCOME IS OUTSTANDING:**

Visitors are welcomed with love and respectful care. The behaviour of the children throughout the inspection was excellent. The school creates opportunities to work with parents, such as with Masses, open mornings, assemblies, dads' reading mornings and transition meetings. There are clear safeguarding systems where visitors must sign in to the school. The school's SENDCo and learning mentor work closely with families in the school community. The children have a high level of responsibility to participate in the decision making process, such as liturgical ambassadors, school councillors, playground pals, sport helpers and opportunities for older children to support younger children in their reading. The school feels that it fulfils its mission as a catholic school to support parents who it sees as the child's first educators. Examples of this include work around special educational needs, interventions manager (learning mentor) and well-being in the 'Place2be' room. The Spiritual, Moral, Social and Cultural Policy states that the school aims to 'provide a high quality of pastoral care.' This was seen when staff have a 'reflection' with children just before the start of the day to pick up any issues, giving them an opportunity to try and catch up with the child during the day to make things better for the child. All children are treated with dignity, for example, in lessons their work is celebrated by all.

### **THE QUALITY OF WELFARE IS OUTSTANDING:**

Staff and pupils demonstrate a very high level of respect and care for others. Throughout the inspection staff were seen to model positive relationships based on trust and respect. There is evidence that the parents of the school feel that the children are well behaved. This is in keeping with the Positive Behaviour Policy states that the school aims to 'have positive, caring attitudes towards everyone.' This was seen in all observations and throughout the inspection. All children were observed to be treated with dignity and respect. Staff have regular training on well-being for the school community. Staff and pupils are treated with respect and dignity, and this was seen when during upper key stage 2 where children allowed each other to speak and listened to what each had to say. The scheme called 'In The Beginning' is used for sex and relationship

education from Year 1 to Year 6. Parent workshops are held to support parents with this work. The school's Relationship & Sex Policy states that children should grow to recognise love and our own relationship with God, and this was evident throughout the inspection. The school fosters a love for others and the impact of this is a valuable contribution to charities such as the Good Life Orphanage, CLIC Sergeant, CAFOD and St Joseph's Penny. There are formal channels for children to express their views, such as through the school council, or the school send a message to children that they can speak to any adult. The school council has an impact, for example, on the introduction of the 'Home-Learning Project.' Playground pals represent children's views of lunchtimes and alert staff to any problems that the children may experience so that they are solved. The school's Positive Behaviour Policy states that the school aims to 'encourage a calm, purposeful and happy atmosphere within the school.' This was clearly evidenced by the calm atmosphere that could be felt across the school building. Children feel that if they feel they are being bullied, they know who to report this to and are confident that it will be fixed.

#### **THE QUALITY OF WORSHIP IS OUTSTANDING:**

Prayer is at the heart of the school family; children demonstrate a high level of skill and confidence in leading prayer and worship, for example a class assembly that involved parents also gave each class something to record their own thoughts and prayers on for the week ahead. Staff are provided with half termly Scripture references to provide a focal point for the planning for prayer and worship. 'Gift bags' also give the classes ideas for these sessions. Liturgical ambassadors promote child led worship throughout the school, for example they write worship and deliver quality opportunities for children to reflect on their own lives and to reconcile themselves with God. Worship is creative, for example with the use of You Tube, pictures and song. Links with the parish are evidenced by good participation from children at the liturgy group at Mass on Sunday, and the school supporting the parish in sending home the 'Wednesday Word' with the children, as well as supporting the community by fundraising at Tesco, singing at the Chimney Pot Park and at the parish choir concert. Staff are confident in supporting prayer and worship in the school. The morning reflection group lead prayer for other children and the Caritas ambassadors help in the organisation of the 'Caritas in Action Week.' The school's RE Policy states that the school aims for 'promoting an atmosphere of reconciliation within which differences are resolved with patience and understanding so that each new day brings a fresh start.' The school's Prayer Life and Worship Policy states that the school aims to 'provide an environment which contributes to developing the prayer life of all members of our faith community.' This was seen with sessions for the children in class time, but also voluntary opportunities that the children take up.

#### **THE QUALITY OF WITNESS IS OUTSTANDING:**

An explicit Catholic values-based culture permeates the whole of the school. Relationships, based on truth, justice and compassion, are strong at Holy Family, for example, there is a display that tells us the world will be a better place if we 'do to others as you would have done to you.' The school clearly understands the community it serves. The impact of this is the excellent behaviour that is displayed by the children, which is in keeping with one of the aims of the school, to 'promote the highest possible standard of behaviour' from the Behaviour and Restrictive Physical Intervention Policy. Children witness their faith and share a deep passion for the Catholic ethos of the school. The pupils are given opportunities to shape the life of the school, such as maintaining strong links with the Good Life Orphanage in Kenya. The children participate in building community, for example they choose to buy toys for the Lalley Centre in Collyhurst that become Christmas presents for deprived children. The school feels that the experiences that they offer mean that children can recognise that each person is special and made in the image of God. The values of the school are displayed throughout the school in classrooms and in the hall and there is an expectation that children witness these values in school. There is a good level of participation in school events such as carol concerts, sporting events and fairs. The school is very inclusive and this was demonstrated when during lessons where it was seen that access to learning is facilitated for all children. Children learn about the values of Christ and witness them in action. The school's RE Policy states that the school aims to 'embrace our Faith Community by loving, respecting and valuing each other and demonstrating this in everything we do.' This is evidenced by the children having a clear understanding of forgiveness, and with their experiences in accepting forgiveness.

**AGREED AREAS FOR DEVELOPMENT:**

- To extend the role of the liturgical ambassadors to help them train other children in leading prayer and worship.
- To further streamline the very effective assessment and marking system to more readily show progress against learning.

Date 3<sup>rd</sup> May 2017

Dear Pupils ,

Thank you so much for making us so welcome when we came to inspect your school on behalf of the Bishop. You made us feel very welcome and you can be rightly proud of your school.

Your liturgical ambassadors set a great example and you support them very well.

You will be happy to know that we think your school is an outstanding Catholic school. You and your teachers work very hard to create a calm, friendly school.

Your headteacher leads the school well, and we feel that your deputy headteacher is a great asset to the school.

Thank you once again for what we found to be a very special day.

God bless you all.

Yours sincerely,

Mr Graves  
Mr Hennessy  
(Section 48 Inspectors)

## Summary Report to Parents

### HOLY FAMILY, SALFORD

On 3<sup>rd</sup> May 2017 the school was inspected in accordance with Section 48 of the Education Act 2005. The full report has been made available to the school and can also be accessed via both the school website and the Education section on the website of the Diocese of Salford.

#### **OVERALL EFFECTIVENESS OF THE SCHOOL IS OUTSTANDING:**

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