



# Holy Family Catholic Primary School

URN: 109266

Catholic Schools Inspectorate report on behalf of the Bishop of Clifton

28–29 February 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

#### 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

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

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

Fully

2

## What the school does well

- There is a powerful sense of community, belonging, and commitment to the mission which engenders strong support from parents, pupils and staff.
- Catholic social teaching is embedded into all aspects of school life with all staff taking responsibility for its delivery, resulting in pupils who understand the connections between faith and life.
- The importance of prayer and liturgy is prioritised throughout the school and the pattern of the liturgical year embedded in school life.
- The religious education provided by the school engages all pupils, who enjoy their lessons and consequently behave well.
- Leaders and governors are committed to the development of all aspects of Catholic life and, through their regular monitoring, know the school well.

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## What the school needs to improve

- Extend pupil leadership in prayer to involve younger pupils in the leadership and the evaluation.
- Develop strategies to ensure all pupils know what they need to do to improve their work and make greater progress.
- Consistently provide challenge for pupils within religious education to ensure tasks develop pupils' ability to think creatively and critically, and express judgements with relevant reasons.

## 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

1

#### Provision

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

1

#### Leadership

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

1

1

All pupils understand and embrace the distinctive Catholic identity of the school. They are able to talk articulately about the school's mission statement and what this means to them. Pupils have an exceptionally clear understanding of Catholic social teaching and as a result they seek opportunities to help others and take responsibility for the environment. They participate in activities for the many charities the school supports including supporting local food banks and Cafod's 'Big Walk.' One parent commented, "My daughter has learned so much and we see this in the way she interacts with everyone at home and around her. She talks about prayer and God a lot more and always wants to help those less fortunate than she is." A pupil at the school spoke of how he had been inspired to go and help the homeless. Pupils feel safe and secure within the school and believe that everyone is welcome. They respect each other and welcome the opportunities they have to learn about other cultures and faiths. The behaviour around the school is excellent and reflects their concern for each other. The children are eager to take on responsibilities within the school and often initiate activities when they see a need. Year 6 pupils for example explained how last year they ran a 'Teddy Bear' club at lunchtimes for reception children. The chaplaincy team is well established and highly valued, pupils within the team take on responsibility for evaluating aspects of Catholic life.

The mission statement of the school is regularly reviewed by the school community and embraced by all. There is a strong sense of community and a culture of welcome which begins as you enter the reception area where traditional prayers are expressed in many different languages. The school also organises a cultural week celebrating all the cultures in the school. The environment vibrantly reflects its Catholic ethos with many displays reflecting the priority the school places on Catholic social teaching. Pupils' work is prominently displayed and reflects

their understanding of how this is lived out and connected to scripture. One member of staff commented 'Catholic life and mission underpins everything we do at Holy Family. Catholicity is woven through the curriculum and all staff work hard to make links to the gospel and Catholic social teaching every day.' The welfare of pupils is a priority for the school and all staff take responsibility for this. A 'well-being' room and a sensory room are used to support pupils. There is a mental health practitioner who works with children and families in the school together with an emotional literacy support assistant (ELSA). The school has a dynamic and well-planned chaplaincy provision with a clear development plan in place. Relationship and sex education meets all statutory and diocesan requirements.

Leaders and governors are passionate and enthusiastic about the Catholic life and mission of the school. It is seen as a core responsibility and through their regular monitoring and evaluation they are able to accurately assess the needs of the school. They are highly ambitious for the school and the provision of professional developments opportunities for the staff and the resources allocated reflect this priority. They engage on a regular basis with diocesan training and have strong parish links. Systematic structures are in place to gain the views of both pupils and parents. Through the use of the ClassDojo, parents are instantly able to see their children's work and learn about the Catholic life of the school. The well-being and involvement of parents is seen as a crucial area of the school's work. There is a SEND parents' group that meets three times a year, a parent support worker and the school organises mental health workshops for parents. Governors and leaders are successfully supporting the well-being of staff. This support ranges from staff being able to take a 'well-being' day through to the creation of a culture where staff feel supported and listened to.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

**Pupil outcomes**

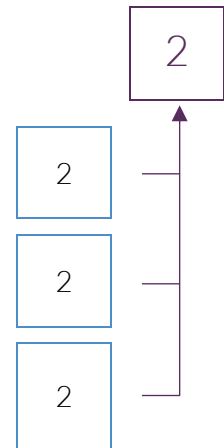
How well pupils achieve and enjoy their learning in religious education

**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



Pupils enjoy their learning and approach their lessons with interest and enthusiasm. They value religious education and express a desire to constantly know more. As a consequence, their behaviour is always excellent. Pupils are rarely off task and concentrate well in class. They are religiously literate and able to synthesise knowledge from different sources including home and church. This enables them to use subject specific work with confidence. Year 2 pupils, for example, are confident in their use of the word 'Trinity,' and to ask interesting questions. Pupils work is well presented, and they enjoy taking part in creative activities. Their 'Building the Kingdom' books demonstrate their understanding of the connections between faith and life enabling them to think ethically and spiritually. One parent commented, 'The children seem to have a robust understanding of the Catholic faith and teachings.' They generally make good progress in religious education and achieve at least average attainment when compared with other core curriculum subjects. However, there are some areas where knowledge is less secure. Although pupils seek to improve their work, their understanding of how well they are doing and what the next steps might be is limited.

Teachers are deeply committed to, and have high expectation of, religious education. This is communicated effectively to pupils who as a result value the subject. They are confident in their subject knowledge and the systems the school has in place to help them improve further. Planning is linked to pupils' current progress. Assessment, which takes place on a termly basis, provides data which is then analysed to consider if there any barriers to learning. If so, specific strategies are then put in place to try to overcome these barriers. Pupil effort is celebrated, and children are often sent to the headteacher to show their good work. Every week, the school gathers to celebrate children's academic achievements and religious education contributes to this. Staff provide class feedback; however, this is an area which needs strengthening. Higher

order thinking questions have been developed for staff to use; however, these are not as yet reflected fully in pupils' work. In some examples of pupil work the learning objectives do not fully match the tasks set. Through their work in religious education and in particular the way this links with Catholic social teaching, pupils have the opportunity to be reflective and to develop morally and spiritually. Good quality resources, including other adults, are used well and consequently children with special educational needs are able to access support.

Leaders and governors ensure that the religious education curriculum is a faithful expression of the *Religious Education Directory*. Early years are working on schemes of work reflecting the new directory and staff are provided with opportunities to attend diocesan training courses to further improve their knowledge. Opportunities are provided in many different ways for professional development including working with other diocesan schools. The subject leader has a clear vision for the subject and through regular monitoring, including lesson observations, work scrutiny and pupil conferencing, is able to articulate the next steps needed to improve the subject. All staff felt well supported by the subject leader and able to seek advice to improve knowledge and practice. The link governor for religious education makes regular monitoring visits to the school which ensure they are able to speak knowledgably about progress and development. The subject leader also presents regular reports to the governing body. The school provides a variety of enrichment activities including visits to the local church, virtual presentations on other faiths and retreat days.

## 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

1

**Provision**

The quality of collective worship provided by the school

1

**Leadership**

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

1

1

Pupils have a detailed understanding of the wide variety of praying that are part of the Catholic tradition. Through the school's active and comprehensive celebration of the Church's year, the pupils are able to appreciate the use of symbol, silence, art, music and reflection. Within services in school, they are respectful, sing joyfully and participate with confidence joining in the responses or answering questions posed by older pupils. They are eager to learn new hymns to include in future celebrations. Pupils understand that prayer is 'talking to Jesus' and that you can pray anywhere. Older pupils take responsibility for organising, leading and planning prayer services for individual classes and the whole school. They are able to evaluate and reflect on their planning and suggest ways of improving. This leadership now needs extending to younger pupils. Pupils understand the connections between prayer, Catholic social teaching and life and are able to articulate this. For older pupils their experiences of going on retreat have deepened their understanding of what prayer is. Pupils value the peace garden and are able to explain its significance and symbolism.

The centrality of prayer and liturgy to the life of the school is evident in all aspects of school life. Within each week there is an embedded pattern of prayer much of which is led by pupils. This follows the pattern 'gather, listen, respond and go forth' model for prayer. This enhances their experience of listening to God's word and thinking about its message for their lives. Gospel assemblies each Monday ensure that pupils reflect on the scripture read in church the previous Sunday and this is posted on the ClassDojo in advance so that parents can share the gospel with their children and discuss the messages of the reading. Prayer tables within classrooms allow the pupils space to share their thoughts and prayers and these are often connected to topics relevant to the world around them. Every term a 'Laudato Si' award is presented to a child from

each class where they are given a certificate and olive cross from the Holy Land in recognition of their work related to the Catholic social teaching focus for that term. This focuses pupils' attention on the connections between prayer, faith and life. The school makes imaginative and creative use of the space available both inside and outside. For example, within the playground there are pictures of the class saints and reminders of their feast days. There is a focus on the Holy Family in artwork and as one pupil explained, "This reminds us to be a family". Saints from other cultures are celebrated in the school.

Leaders, including governors, have a developed understanding of the different levels and abilities of pupils. A prayer structure is in place which details the prayers the children will know and understand at different ages. This is strengthened by their work in religious education which enables pupils to reflect in more depth on the meaning of certain prayers. The leadership and the governing body are active in their commitment to the school's prayer life and staff formation, providing continuing high quality professional development for all staff. Within the staff handbook there is a section on prayer in the classroom and this lays out the school's expectations. The school calendar fully reflects the liturgical year and there are many opportunities to celebrate the Eucharist. Parents and parish are invited to all celebrations. The subject leader attends training opportunities provided by the diocese, and this enables her to support others in leading prayer and developing pupil skills. There is a cycle of evaluation which includes pupil voice.



## Information about the school

Full name of school	Holy Family Catholic Primary School
School unique reference number (URN)	109266
School DfE Number (LAESTAB)	8033435
Full postal address of the school	Holy Family Catholic Primary School, Amberley Road, Patchway, Bristol, BS34 6BY
School phone number	01454866786
Headteacher	Will Harding
Chair of Governors	Tracey Turri
School Website	<a href="http://www.holyfamilyprimary.co.uk">http://www.holyfamilyprimary.co.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	8 <sup>th</sup> - 9 <sup>th</sup> June 2017
Previous denominational inspection grade	Good

## The inspection team

Ann Fowler  
Angela Bennett

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

