



DENOMINATIONAL EDUCATION AND COLLECTIVE WORSHIP INSPECTION REPORT

incorporating Canonical Inspection under Canon 806 on behalf of the
Archbishop of Southwark

URN 118851

The Holy Family Catholic Primary School
Bicknor Road
Park Wood, Maidstone
Kent ME15 9PS

Inspection date: 9 February 2015

Chair of Governors:	Mrs Lyn Coyle
Headteacher:	Mrs Rosemary Wajs
Inspectors:	Ms Frances Honis Mr Stephen Beck

EDUCATION COMMISSION

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Introduction

Description of the school

The school is part of the Kent Catholic Schools Partnership Multi-Academy Trust. It is situated in the Maidstone Deanery of the Archdiocese of Southwark. The principal parish which the school serves is Holy Family, Maidstone. The proportion of pupils who are baptised Catholic is 30%. The average weekly proportion of time given to Religious Education is 10% in Key Stage 1 and 10% in Key Stage 2.

The school takes pupils from 4 to 11 years. The number of pupils currently on role is 192. The attainment of pupils on entering school is below average. The proportion of pupils eligible for free school meals is above average. The number of pupils receiving extra support in class is 7%. The pupil premium percentage is 29%. The majority of pupils are of White British Heritage. The proportion of pupils from homes where English is an additional language is below average.

Date of previous inspection:

22/02/2012

Overall Grade:

3

Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

Overall effectiveness of the school in providing Catholic Education

GRADE
3

The Holy Family is a welcoming and inclusive school. Staff are committed to the Catholic ethos of the school. Pupils are happy and enjoy coming to school. Prayer and worship are central to the school and pupils are given a range of opportunities to enhance this. They are given many roles which encourage them to take responsibility and care for each other. The school's mission statement is known by pupils and articulated by them in lessons.

It is an improving school, but in order to show impact, changes need more time to become embedded in practice and show results in end of key stage data for Religious Education. The school has identified and is addressing the need to raise the percentage of children making accelerated progress and challenge the more able in order to raise attainment in Religious Education. A regular monitoring programme of lesson observations, book scrutinies, learning walks, drop-ins and pupil progress meetings has begun to be put in place. This more rigorous monitoring will, as it becomes established, have impact and ensure consistency across the school.

The school has begun to address the steps for improvement from the last inspection but there needs to be further improvement of the use of data to address the needs of all pupils by wider differentiation of tasks. Further internal and external moderation of work using the Levels of Attainment in Religious Education needs to take place to improve teacher confidence when levelling work and planning subsequent pin-pointed differentiated tasks.

The school has begun a journey of well-focussed improvement on Religious Education. This process of change is clearly articulated and a clear capacity for future improvement is evident.

What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Further improve the use of data to address the needs of all pupils by wider differentiation of tasks to ensure progress, particularly for more able pupils.
- Improve teacher confidence in using the Levels of Attainment in Religious Education through the use of internal and external moderating opportunities.

The extent to which pupils contribute to and benefit from the Catholic life of the school

The Holy Family is an inclusive school and pupils in school, including those from other faiths or no specific faith play a full part in the Catholic life of the school. A parent said that her child has been “nurtured and grown at The Holy Family School.”

Pupils are encouraged to take responsibility in school through the School Council, Digital Leaders and Young Language ambassadors who choose a different focus language each month. Older children take on the roles of Peer Mediators and Play Leaders and Year 6 pupils are ‘Buddies’ each year for the new Reception children. This encourages children to care for and be inclusive of others. The School Council selects the charities for fundraising, often in conjunction with the Parent and Family Association.

Children know the school Mission Statement and articulate ‘Love Jesus, Love Learning, Love Each Other’, for example when reflecting on the importance of giving and receiving every day. They are involved in the planning of liturgies and Masses. In lessons they prepare focal areas and contribute with prayers of their own as well as the formal prayers of the Church. In the assembly observed they sang spontaneously and were involved through paired talk about the treasures in Jesus’ kingdom. They are part of the wider community and go to Aylesford and participate in Diocesan youth days.

Pupils are given opportunities to develop their spiritual life through a range of prayer and worship opportunities. The school is planning to develop Religious Education in the outdoor environment following continuing professional development undertaken by the subject leader.

How well pupils achieve and enjoy their learning in Religious Education

The subject leader has identified the need to secure more consistent standards across the school, in order to raise the outcomes at the end of each key stage and this has been predicted by the school to be on an upward trend.

Children enter school at below average levels. There are a significant number of pupils who are not yet making expected progress in both key stages. The school is aware and is addressing this through planning to bring their approach to tracking in line with Maths and Literacy electronic data systems. It is placing greater emphasis on planning differentiated tasks to meet the needs of different learners including higher attaining pupils. This needs more time to become embedded in practice and become apparent in end of key stage results for Religious Education.

Some good examples of reflective marking responses from children were seen in children’s books, but this needs to become consistent.

Pupils respond positively to Religious Education lessons and actively contribute. They relate Religious Education to their own lives for example relating unity, working together and having mutual respect for each other.

Parents are informed about Religious Education through a termly Religious Education

newsletter, the school website and curriculum letters sent home each term by class teachers.

How well pupils respond to and participate in Collective Worship

Prayer and worship are seen as an important part of school life. Pupils are involved in planning liturgies and Masses. Preparation of prayer focal areas by pupils is a key factor in lessons and is to be commended.

There is a good parish link through the training of altar servers which aids pupils to participate in worship. They appreciate the need for reverence and are able to spend time in quiet prayer and reflection.

There is a good range of assemblies, liturgies and Masses which take place during the school year and at special times such as Remembrance Day, Mothers' Day, Harvest time and Stations of the Cross in Lent.

In the assembly observed there was a good scriptural link. Children were encouraged to reflect on the meaning for their own lives and to share their reflections on the qualities and values of the Kingdom of Heaven with each other through paired talk. Children sang 'Love is like a Magic Penny' spontaneously.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils

Leaders, governors and managers show great commitment to the Catholic life of the school. The Headteacher and subject leader have a strong dedication to develop the Catholic life of the school and are endeavouring to revitalise the Deanery cluster. They both have good links with the Diocese and attend the Headteacher and the Religious Education Co-ordinator Conferences and RE Co-ordinator Meetings. Training has taken place on 'Enhancing Prayer and Worship' and Religious Education in the Outdoors.

The school is building closer links with the parish for example through school Masses and the annual fair. The Parish Priest is a welcome visitor to school. The Senior Leadership Team and staff attend Masses at Holy Family Church and First Holy Communion Masses.

The school continues to develop the use of display to celebrate the Catholic life of the school, for example the display in the front of the school which includes children's work. There are Religious Education displays and focal areas in each classroom. These are used as working walls to help show the development of topics.

Staff are supportive of the Catholic ethos of the school. Induction of new staff ensures their understanding of the school's mission and offers support and guidance where necessary. Newly qualified teachers attend Diocesan courses to further enable this.

The school would benefit from a more systematic approach to monitoring the Catholic Life of the school and planning future outcomes for pupils.

How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils

The Senior Leadership Team which includes the Religious Education subject leader, has embarked on a programme of monitoring through book scrutinies, lesson observations, learning walks, lesson observations, pupil progress meetings and gathering pupil voice. This has highlighted the need to ensure consistency across the school. This more rigorous monitoring is at an early stage of development and will become more effective as the process is evaluated for impact and has more time to become established.

Governors have a strength which will support the school's ongoing progress. They already undertake regular monitoring visits and are demonstrating a growing awareness of the school's strengths and areas for development in Religious Education.

The quality of teaching and how purposeful learning is in Religious Education

Standards in teaching are generally good. In lessons observed there was a good use of interactive whiteboards, affirmative questioning and development of vocabulary providing good cross-curricular links. Work is ongoing to further develop the links between Religious Education and writing.

The school has been working on differentiation, but there needs to be greater opportunities for differentiation by task pinpointed to meet the needs of pupils ascertained from data so as to raise achievement for pupils and also challenge the more able learners. Teachers are at an early stage of assessment in the 'Come and See' programme and would benefit from further internal and external moderation of work to increase teacher confidence in using the Levels of Attainment in Religious Education and therefore support planning for differentiated tasks.

A range of teaching styles are employed for example, games, puzzles, liturgical dance, hot-seating and role play. The school is developing opportunities to be a 'no hands school' to ensure all children actively participate and this was seen being used to effect in lessons.

The extent to which the Religious Education curriculum promotes pupils' learning

The school follows the 'Come and See' Religious Education programme. The allocation of curriculum time is in line with the Bishops' Conference requirement of 10%.

The school teaches a creative curriculum and cross-curricular links are being established to support the Religious Education Curriculum. Pupils with EAL are supported through the use of flashcards and Young Language Ambassadors.

The Religious Education curriculum is enhanced through an annual Religious Education week, music and a rock concert. Pupils attend the Cabrini Nativity Pageant at Aylesford.

They visit the Parish church and learn about vocations and the ministries of parishioners in the church through speakers.

Teaching of other faiths follows the approach in 'Come and See'. The school is currently reviewing the Sex and Relationships programme with a view to updating it and developing a whole school approach.

The school has identified the need to provide greater opportunities in planning tasks to match the needs of pupils with different abilities. Whilst the school predicts that outcomes for pupils will be better this year, this needs to become secure and have more time to demonstrate impact on outcomes for pupils, including the more able.

The quality of Collective Worship provided by the school

Collective Worship is central to the life of the school and quality of Collective Worship provided by the school is good. There are a variety of well-planned celebrations and liturgies.

Pupils participate actively in worship. They are given a good range of opportunities to help them develop spiritually. They have the opportunity to engage in worship both at school and in the local parish. They write their own prayers and have a good knowledge of the traditional prayers of the church. Worship is enhanced through the use of drama and liturgical dance.

Good work is undertaken in developing children's knowledge of the different parts of the Mass. Prayer is central to all Religious Education lessons.