



## Catholic Schools Inspectorate inspection report for Holly Mount, Bury

URN:10544

Carried out on behalf of the **Right Rev. John Arnold, Bishop of Salford** on:

Date: 21<sup>st</sup> – 22<sup>nd</sup> September 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	<b>2</b>
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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.....	2
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

### Summary of key findings

#### What the school does well

- The dedicated and passionate head teacher leads by example in her relentless pursuit to provide the very best experience of the Catholic faith for all the school community.
- The pupils are exemplary ambassadors for the school showing all the values instilled by the caring and loving staff team.
- An effective partnership between home and school ensures all families benefit from the love and care that pupils receive.
- Pastoral support for the most vulnerable, those with special education needs and disabilities and their families goes above and beyond.
- The school has a lived Catholic identity and as a result pupils have a strong sense of self-worth and desire to reach out beyond the school community.

What the school needs to improve:

- Leaders need to implement a more regular and rigorous strategy for monitoring and evaluating the quality of teaching and learning in religious education.
- Leaders need to establish a progressive, structured and ambitious plan for pupil led prayer and liturgy which is monitored regularly.
- The school needs to ensure that self-evaluation is accurate at all levels which is evidenced based and leads to precise identification of next steps.

## 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:.....

1

### 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



The Holly Mount school community is rightly proud of their Catholic traditions which are steeped in their cherished history and permeate through all aspects of school life. Pupils express that they feel valued and they know they can, ‘make a difference by doing the smallest things’. There is a real sense of inclusivity, with the most needy treated in the most humbling and moving way by all. Pupils are able to articulate the aims of being “ready, respectful and responsible” and how they influence how they live out their faith. Pupils of all ages flourish as they are recognised as individuals and inspired to reach their full potential as citizens. The pupils take a leading role in responding to the Church’s mission to reach out and support those in need. They are at the forefront of determining fundraising ideas, for example, raising £3500 for Caritas during Lent. The moral development of the pupils is a strength and they undertake leadership roles with passion and pride. The pupils have an intrinsic respect for the dignity of others and behaviour is of the highest standard throughout all aspects of school life.

The dedicated head teacher, the cohesive staff team and the skilled governing body ensure that a real sense of community pervades the school. Through the highest quality relationships and the strong culture of welcome, it is evident that Christ is at the heart of Holly Mount. All are loved and feel loved. Staff are passionate about the children in their care and parents are fulsome in their praise, with one parent saying that the staff provide, ‘a big hug that surrounds their child’. The school environment richly reflects its Catholic identity, character and ethos. The school is blessed with a stunning surrounding environment, including an orchard and a woodland area. Alongside their local community, the school fully capitalises on these areas to engender a sense of awe and wonder for the common home. Pupils with special educational needs and disabilities are enveloped in love and nurture so that they are able to thrive in this inclusive environment. Staff provide the highest levels

of pastoral care for pupils and the school employs a Caritas counsellor to work with vulnerable children. Personal, social and health education and relationships, as well as sex and health education lessons are carefully planned to reflect Catholic teachings and principles.

All leaders including governors are deeply committed to the Church's mission in education. The development of the Catholic life of the school is given the highest priority by leaders at all levels. Leaders and governors are inspirations for the dignity of school staff who feel that the mission is lived each day with one staff member saying , 'Everyone is treated with respect and kindness'. The school fully embraces the principle of parents being the first educator of their children and actively supports parents in living out the mission with their child. A recent review of the curriculum has more fully embedded opportunities for Catholic social teaching and the teaching of other faiths across a wide range of subjects. The governing body is well established and has high expectations and aspirations which are reflected in the quality of Catholic life and mission at Holly Mount. All staff have a profound understanding of the school's mission and are relentless in their desire to provide the best opportunities and life experiences for the children in their care.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

### Provision

The quality of teaching, learning, and assessment in religious education.....

2

### Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



Pupils are developing secure knowledge and understanding in religious education which builds on their prior learning. This results in good progress, including for vulnerable pupils and those with special educational needs. Pupils present their work well and express that their religious education books should be the 'best in the basket'. They enjoy it when teachers give them opportunities to be creative in their learning, for example, using art forms, drama and the outdoor environment. Where the strongest practice was seen the pupils were challenged through activity and skilled questioning to think deeply about the big questions and how they relate to their everyday life. Pupils are able to work independently and in groups right from the start of their school life. When afforded the opportunity by their teachers, pupils will take the initiative in lessons and access new learning. In upper Key Stage 2, children were able to reflect on scripture and challenged to understand complex biblical vocabulary. Pupils enjoy their learning in religious education, therefore their behaviour is excellent in lessons. Attainment is at least comparable to other core subjects. When questioned, a range of pupils were unable to speak fluently and confidently about what they had learnt over time in religious education. Therefore, opportunities need to be provided for pupils to articulate their learning both to each other and to adults using subject specific vocabulary.

Teacher subject knowledge is a strength, and they confidently plan their religious education curriculum based on their expertise. They have high expectations of all pupils and convey that religious education is the most important subject in the curriculum. In every lesson observed, highly skilled support staff were deployed effectively to meet the needs of a range of children and move learning forward. In the Early Years Foundation Stage, the continuous provision was used to enhance the religious education learning and pupils were eager to engage with the activities. Moral and spiritual development is given priority and as such pupils are given opportunities to make links between their learning in lessons and how they live as missionary disciples. However, this should

be developed further by providing regular opportunities in lessons for pupils to pause and reflect. There needs to be a more consistent approach to pupil self-assessment at an age-appropriate level to ensure that all staff are following school policy. The quality of displays and focal areas in classrooms conveys the importance of celebrating good quality religious education work and learning.

Leader and governors ensure that religious education is a faithful expression of the *Religious Education Curriculum Directory*. The subject leader is passionate and knowledgeable about her subject and her colleagues value her expertise. She engages in continual professional development through the diocese and alongside the head teacher cascades her learning to all staff. The status given to religious education is comparable with other core subjects in terms of timetabling, space and the quality of work in books. Leaders have planned a sequential curriculum which has recently been reviewed and places a greater emphasis on Catholic social teaching and other faiths in a more systematic way as the children progress through school. Leaders repeatedly demonstrate they are committed to ensuring that pupils with special educational needs can fully access learning. For the school to progress further in this area there must be a more regular and rigorous approach to monitoring of both religious education provision and standards both by leaders and governors. This will then provide leaders and governors with the accurate information they need to ensure that the school's self-evaluation is robust and precise.

## Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

### Pupil outcomes

How well pupils participate in and respond to the school's collective worship .....

2

### Provision

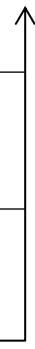
The quality of collective worship provided by the school .....

2

### Leadership

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

2



Pupils respond well to the experiences of prayer and liturgy provided by the school. They are respectful and join in willingly and prayerfully. All pupils embrace opportunities to pray and do so with enthusiasm. It is evident that the pupils enjoy the stations of the cross at Easter and prayer partners said they enjoy it when they have opportunities to lead prayer in other classes. In some of the prayer and liturgy observed, pupils were given the opportunity to reflect in silence and ponder on God's presence in their lives. In Key Stage 1 the pupils gathered beautifully whilst singing 'Come and Join the Circle'. They chose artefacts to place on the focal point with one pupil selecting a candle and saying, 'This is because Jesus is the light of the world'. In lower Key Stage 2 a child wrote their own prayer based on the focus of the gathering. Some older pupils are liberated to plan and prepare engaging experiences of prayer and liturgy. To further develop prayer and liturgy there needs to be a consistent and progressive approach implemented to empower all pupils to plan, deliver and evaluate memorable and inspirational prayer experiences both within class and beyond.

Daily prayer and liturgy is planned for in the timetable and a daily pattern of prayer is well established. Scripture readings are the foundation of all prayerful gatherings. They are seasonally appropriate and chosen to be accessible to pupils of all ages. Pupils benefit most when music, song, meditation, reflection and moments of silence are used to enhance their experience of prayer. During the whole school assembly, a Key Stage 2 child used his musical gift to play the piano as the

school community gathered together. During recent significant moments of sorrow within the school family, prayer has been the bedrock to allow the school community to come together as one in love and support. The parish priest is known by the pupils and the school appreciate his involvement and support. The parish and school work together to evangelise members of the wider community with a number of people becoming Catholics as a result of being emersed in the faith life of Holly Mount. A rich variety of resources are provided across the school to enhance environments for prayer and liturgy, both inside and outside of the classroom. To develop further all relevant staff should be provided with training so they are skilled to support pupils in planning and leading this area of school life.

Leaders, including governors recognise the importance of prayer and liturgy for the community of Holly Mount. Staff and pupils speak highly of their experience of prayer, including the use of traditional and spontaneous prayer from a young age. At key times throughout the liturgical calendar, the school community gathers to participate in Mass. A great sense of importance is placed on Founders' Day each year as a way of paying tribute to the rich faith history of the school. Parents highly value the way the school has taken on responsibility for leading and delivering the sacramental programme stating that, 'We felt fully involved in our child's journey and were able to enhance this at home through prayer'. Governors are regular visitors to school, they join gatherings and share the passion of the leadership team to continue to develop. Next steps in this area are for leaders and governors to place a higher priority on the evaluation of the quality and impact of prayer and liturgy. This needs to be embedded in a rigorous cycle of self-evaluation which includes the evaluative views of pupils.



## Information about the school

Full name of school	Holly Mount Roman Catholic Primary School
School unique reference number (URN)	10544
Full postal address of the school	Holcombe Road, Greenmount, Bury BL8 4HS
School phone number	01204 882770
Name of head teacher or principal	Mrs Eleanor England
Chair of governing board	Mr Maurice Sidorczuk
School Website	<a href="http://www.hollymount.org.uk">www.hollymount.org.uk</a>
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	4-11
Trustees	Diocese of Salford
Gender of pupils	Mixed
Date of last denominational inspection	24 <sup>th</sup> February 2016
Previous denominational inspection grade	Outstanding

## The inspection team

Helen Sullivan	Lead inspector
Marie Kwiatkowski	Team inspector
Name of inspector	Lead/team
Name of inspector	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

