



Holy Family Roman Catholic Primary School

URN: 136080

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

26–27 March 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

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

2

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

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

Fully

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' conference.
- The school is fully compliant with the additional requirements of the diocesan bishop.
- The school has responded fully to areas of improvement identified in the previous inspection.

What the school does well

- The enthusiastic, committed and passionate headteacher has a strong vision and wants children to leave the school, knowing Jesus, living out His words.
- The school environment has been beautifully developed to reflect the mission and Catholicity of the school.
- Pastoral support, fully committed to meeting the needs of disadvantaged pupils, and those with special educational needs and disabilities is exemplary.
- Community relationships, including work with parents, whole school prayer and liturgy experiences, and flourishing parish links, ensure a strong sense of welcome within this school family.

What the school needs to improve

- Ensure there are rigorous and robust monitoring systems in place for religious education to ensure there is consistency and challenge, including ensuring there is impact of professional development opportunities.
- Develop and plan wider opportunities for children to respond creatively, imaginatively and spiritually in both religious education and collective worship.
- Ensure there is a clear strategy in place for progression of skills for prayer and liturgy which is known and understood by all.

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

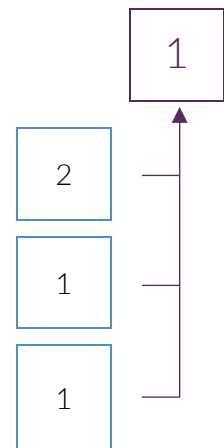
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



Pupils understand and value what it means to be part of this school community. They know they are cared for and are happy, confident and secure, particularly in the younger year groups. Some pupils understand and can articulate that they are committed to following in the footsteps of Jesus, but opportunities for them to grow in virtue and develop and understanding of Catholic social teaching are currently limited. However, they have an enthusiasm for doing more for others and must now be given the opportunity to develop this on a local, national and global level. Pupils are respectful of others and themselves, and behaviour is good in lessons and throughout school, particularly in the younger year groups. They have welcomed the opportunity to develop 'Mary's Garden'.

The mission statement has been very well developed and is known and lived by all stakeholders. They are rightly proud of the work they have done for this and the impact it is having on the school community. There is a lived sense of community at all levels from the moment families walk through the door. The commitment to special educational needs and disabilities and the pastoral needs of the school community is exemplary. The warm welcome received from staff and pupils alike is appreciated by parents, governors, and visitors. The school environment has been beautifully developed to reflect the identity and mission of the school. Staff are committed to providing the highest levels of pastoral care for pupils, particularly those most vulnerable. This includes children who access the 'Hub', those children with specific needs and also the support for families in times of need. Pupils and staff would welcome and embrace opportunities for spiritual and moral development across school and into the wider community.

The headteacher has a clear and passionate commitment to making a difference to this school community. She inspires others to exercise their duties as guardians of the Catholic life and mission of the school with Christ at the centre of everything. She has worked with the diocese

and welcomes opportunities to develop this further. The parish links are strong and flourishing, with support from the school for the sacramental programme and the regular visits and support from the parish priest who, along with the parish, are enthusiastic and determined to nurture this growing partnership. Leaders understand that parents are the first educators of their children and work tirelessly and respectfully to support them in their role. There is a clear commitment to ensuring resources are targeted at those in greatest need as evident in the development of the Hub and the deployment of key pastoral roles across school. The dignity and rights of employees is excellent, with support, both personal and professional, offered to the staff by leaders and governors, recognising the journey the school is on and the challenges they face. Leaders have a vision for a Catholic curriculum as witnessed in their 'Christ at the centre' developments across the whole school curriculum. They should now work to develop this, exploring opportunities for links with subjects which enrich the curriculum further.

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

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

3

2

Pupils are developing a secure knowledge, understanding and skills reflected in the curriculum being delivered. They make good progress and are developing good religious literacy in most classes. They need further opportunities to reflect spiritually and extend their thinking. Pupils speak with confidence and are able to respond to the challenge of learning. In some cases, particularly the younger classes, the children are curious and interested, responding with enthusiasm to their learning. Pupils produce good work, although there are limited opportunities for creativity and individuality in some classes. Behaviour is good across school and there are examples of pupils who enjoy religious education. With increased creativity and further opportunities to respond individually and reflectively, they would enjoy religious education even more. Pupils achieve in line with other core subjects, and this is improving over time.

Whilst all teachers are committed to the value of religious education, there are some who lack subject knowledge, resulting in less confidence to respond to the questions and responses children may have or addressing misconceptions as they arise. Teachers consistently link learning to prior knowledge and understanding, using effective questioning in some cases. Pupil effort is celebrated, and pupils value the feedback they receive to help them know more and remember more. Teachers recognise the importance of religious education and are beginning to give more opportunities for reflection which the pupils benefit from. This is helping pupils to understand and value the important of religious education. They now need to develop a greater variety of tasks to express ideas in different ways, responding individually, imaginatively and spiritually.

The school follow *The Way, The Truth and The Life* which is a faithful expression of the *Religious Curriculum Directory*; they would now benefit from developing a greater understanding of the new *Religious Education Directory*. They ensure pupils progress sequentially through the existing

curriculum. Whilst there is a clear commitment to religious education as a core subject, the delivery and monitoring of this needs to be more robust to ensure children consistently receive high quality teaching across the whole school. Whilst professional development opportunities have been provided and are extensive, there is little evidence of the impact of external professional development on staff practice in school. Although the subject leader has a vision for the subject, supported by other senior leaders, this is not yet realised, and improvements have not been rigorously identified and implemented. Due to this, the self-evaluation of religious education does not yet adequately identify the strengths and areas of development in school and therefore governors are not adequately informed to understand the current provision. With the growing enthusiasm and commitment to religious education of the pupils, they would now benefit from enrichment activities which engage, motivate and inspire them.

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

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

2

Most pupils respond well to the experiences of prayer and liturgy, particularly in the younger classes. They can reflect in silence and participate in both community prayer and singing. They understand that there are different ways to pray and can talk with increasing enthusiasm about the prayer life of school and how this is influenced by the liturgical year. Opportunities to work with others to plan, prepare and lead prayer and liturgy are currently being developed with pupil leaders. Whilst the *Growing in Faith Together* (GIFT) team can talk with enthusiasm about the opportunities they have had and the ministries they enjoy, this should be further developed across school. Prayer is an increasingly important feature of school life, and pupils, staff, families and visitors welcome this in times of need.

Prayer is central to the life of school and there is a clear pattern of prayer evident throughout the school day. There are a wide range of experiences for children, including Mass in and out of school as well key events in the liturgical calendar. Some staff are skilled in helping to plan and lead well-constructed prayer and liturgy, utilising *Wednesday Word* and ensuring pupils engage with the weekly Gospel; this now needs to be more consistent across school, ensuring all staff are aware of and confident in how to develop this, imaginatively and creatively. The school have worked hard to develop prayer spaces in classrooms, around school and outside. They are proud of their work to develop 'Mary's Garden' and welcome opportunities to use this, considering how they will develop this further with the wider community. They ensure these spaces are well utilised, respected and cared for. The staff work hard to include families in the prayer life of school, and this is welcomed by them. They work closely with the parish priest to help pupils engage and participate fully in parish life.

Leaders have developed a policy on prayer and liturgy and would now benefit from developing a clear strategy skill strategy across school to build up expectations and skills of participation from all pupils. Leaders work well with the local parish to ensure there are opportunities planned to celebrate the Eucharist. The pupils and staff welcome the opportunity

to visit the church for Holy Mass. Leaders should now develop wider professional development opportunities which empower staff to understand, plan and lead liturgy and prayer in school. There is careful consideration of the liturgical year when planning experiences of prayer and liturgy and leaders are considering the views of pupils and the wider community to develop and strengthen these further.

Information about the school

Full name of school	Holy Family Roman Catholic Primary School
School unique reference number (URN)	136080
School DfE Number (LAESTAB)	3552043
Full postal address of the school	Holy Family Roman Catholic Primary School, No 3 Lower Seedley Road, Salford, M6 5WX
School phone number	01619212900
Headteacher	Joanna Riley
Choose an item.	Maria Brierley
School Website	www.holyfamilysalford.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	May 2017
Previous denominational inspection grade	Outstanding

The inspection team

Sinead Colbeck
Danielle Ellison

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