



# Holy Family Catholic Primary School

URN: 104468

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

19–20 November 2025

## 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

#### Religious education (p.5)

The quality of curriculum religious education

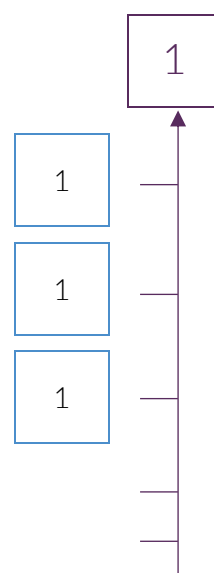
#### Collective worship (p.7)

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

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

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

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



## Compliance statement

- Holy Family is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is compliant with all requirements of the Archdiocese of Liverpool.
- The school has responded to all areas for improvement identified in the last inspection.

## What the school does well

- Relationships are nurtured and valued with a strong commitment to supporting the school family, including staff, pupils and parents, the local community and parish so that everyone feels safe, loved, and respected, in line with the values of the school.
- Leaders and governors are proud and ambitious for the community they serve.
- Pupils enjoy their learning, and behaviour is exemplary both in and out of the classroom.
- Through religious education and collective worship, pupils have a sound knowledge and understanding of a variety of scripture passages which enhances their religious literacy.
- The religious education lead is committed and dedicated to providing staff with support and training to ensure the curriculum is delivered creatively.

## What the school needs to improve

- Maintain the ongoing enrichment of staff and pupils in their understanding of how the demands of Catholic social teaching can influence their decisions and actions.
- Use marking and feedback in religious education to make pupils clear about how to improve their work.
- Staff should share good practice amongst themselves and consequently offer pupils a wider variety of prayer, liturgy and worship experiences.

## 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

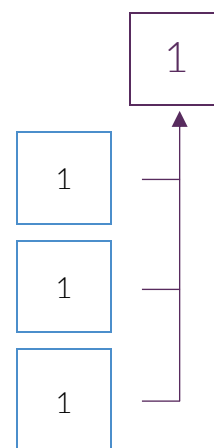
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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 communicate their Catholic identity and mission. They value the responsibilities they have as representatives of the school council, eco warriors, worship warriors, attendance ambassadors and Cafod club. They express a clear understanding of how they are valued and cared for as individuals. One pupil stated, 'We accept everyone because God made us all unique.' They recognise the value in understanding other faiths and religions, and why people live differently with contrasting beliefs. Pupils are happy, confident, and feel safe in school. They know that by following the school values in their daily lives, they are 'walking in the footsteps of Jesus'. Pupils respond to the demands of Catholic social teaching through Christmas jumper swaps and singing for residents in local community homes. They raise funds for charities including Zoe's place, Marie Curie, British Legion and Children in Need. The school has also achieved the Live Simply award. They are proud of the prayer and well-being garden and take responsibility in caring for this area of school, growing vegetables, and selling them to raise money for charity. This is the impact of Catholic social teaching through understanding and faith through action.

The school community is the heart of Holy Family Catholic School. Christ is visibly at the centre of the school's mission, and this is evident in the relationships between staff and pupils. There is a strong culture of welcome for visitors, and everyone is treated with the utmost respect. This is reflected in the overwhelmingly positive views toward their school. Staff acknowledge the care and support they receive from leaders and each other. They are exemplary role models and bear witness to the mission of the school. Pupils are supported with love and dignity, and the pastoral care and use of the sensory room ensure pupils feel valued. The school environment is given careful attention. It is reflective of the school's Catholic character through displays, and the

celebration of pupils' work. The religious education lead has carefully planned an Aspire programme which is linked to the beatitudes. The content is designed to promote levels of aspiration and ambition that enable all pupils to flourish. They study a range of inspirational people and reflect on how their success can be linked to spiritual and moral development. Relationships, sex and health education is well planned and in accordance with archdiocesan requirements.

Leaders are inspirational in promoting the Catholic life and mission. They lead by example, offering professional development for staff. New staff feel valued and well supported to enable their active participation in living and promoting the mission. Governors are proud of the school which is held in high regard within the community. They provide an informed contribution to self-evaluation. Governors ambition for the school enables confident challenge and support for leaders to ensure decisions are made from a Catholic perspective that is known, understood and lived. Leaders and governors are committed to serving those in greatest need. There are strong links between the home, school and parish. There is a supportive partnership for pupils preparing to receive first holy communion, and one parent stated, 'Holy Family is one big family, reaching out to the wider national and global family, providing a sense of belonging and purpose.' Another parent described the Catholic life as being 'embraced and encouraged at all times in every aspect of school life.' Holy Family is highly successful in engaging with parents and carers. The parents and teachers' association organise fundraising and support for school events so demonstrating a practical link between the home, school and local community.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

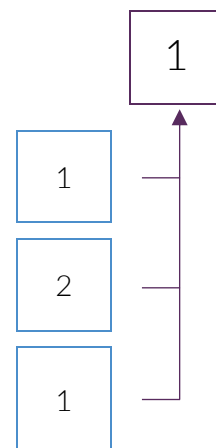
How well pupils achieve and enjoy their learning in religious education

#### 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 make good and better progress in religious education. They know more and remember more because of the impact of consistent teaching strategies. *Flashback* in particular enables pupils, including those with special educational needs and disabilities, to achieve well. Consequently, pupils in Year 1 were confident with religious vocabulary as this is embedded through repetition. Pupils in Key Stage 1 discussed the annunciation, demonstrating their religious literacy. In lower Key Stage 2, pupils articulated their knowledge about the old and new testaments. In Year 4, pupils were comparing the leadership styles of King Ahab and God. Pupils have good chronological understanding. When given opportunities to work independently in lessons or in pairs, pupils show initiative, concentrate well and respond positively to the challenges they are given. Due to high expectations from teachers' pupils aim with pride to produce the highest standards in the presentation of their work and so respond to the call of the mission statement that 'only our best is good enough.' Behaviour in lessons is outstanding because pupils enjoy their learning.

Staff demonstrate confidence and expertise in teaching religious education. The subject leader has produced knowledge organisers to support staff with planning. Documentation makes links to prior knowledge and develops this further. Staff have high expectations which motivates pupils to achieve. Planning is linked to pupils' termly assessments so that gaps in learning can be filled. This was demonstrated in the Year 3 lesson where learning was structured into small steps, so that tasks about leadership qualities were accessible to all pupils. Teachers effectively used questions to identify pupils' understanding during a lesson on prophecy and promise in the Year 5/6 class. Effective questioning in the Year 3/4 lesson also promoted engagement. In some lessons, the duration of teachers' explanations limits pupils' responses and time for discussions. Teachers provide verbal or coded written feedback so that pupils know where driver

words have been used. To develop this skill further, pupils need more clarity in knowing how to improve their work and make better progress. Floor books provide evidence of creative approaches to learning through role play, artwork, and discussion. This ensures pupils enjoy their learning in religious education. In books, writing frames, images, and templates support the development of pupils' written work to show clear levels of knowledge and understanding.

Leaders and governors ensure that the curriculum is a faithful expression of the Religious Education Directory. Staff work carefully and collaboratively to ensure the content of the Directory is delivered throughout a bespoke two-year cycle that ensures progression throughout the school. Religious education has full parity with other core curriculum subjects in relation to policies, budgets and timetabling. The subject leader for religious education is a strength of the school. She is deeply committed to her own professional development and uses this to provide support and guidance to all practitioners as well as to staff in the local cluster of schools. She attends all archdiocesan meetings to ensure that new aspects of Catholic belief and practice are included within the curriculum. Most recently this has included significant coverage of living as Pilgrims of Hope. The subject leader ensures that learning is sequenced and progressive for each key stage and phase. Leaders and governors carry out regular monitoring and evaluation activities leading to strategic action that supports best outcomes for religious education. This provides a useful means for leaders and governors to evaluate the current offer of enrichment in religious education and to ensure an ongoing strategy for its development.

## 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

2

#### Leadership

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

1

1

Pupils respond positively to opportunities and experiences in prayer and liturgy. They reflect in silence and participate in prayer, including full engagement in communal singing. Children in the Early Years engage in a prayerful atmosphere and sing joyfully. They have a positive foundation and experience of worship from the beginning of their school journey. Pupils show a good understanding of the liturgical year of the Church. They can articulate the liturgical seasons and its associated colours. Pupils undertake ministries with confidence. They are willing to take an active role in the setting up of the focus table, reading and singing. Worship Warriors, who support with the leadership of worship in school, say that prayer brings them, 'closer to God'. They select appropriate hymns to match the scripture message. Pupils sing a variety of traditional and contemporary hymns. For example, in Key Stage 1 this was shown when pupils joyfully sang, 'Who is the king of the jungle?' Pupils can reflect on their experiences of prayer and liturgy and speak confidently about their favourite scripture. One pupil was able to link the scripture passage about Zacchaeus with the message of forgiveness. A pupil explained that 'every day is a new start, and God always gives us one more chance'.

Prayer and liturgy is central to the life of the school and incorporated into daily routines in which pupils readily participate, with great respect. Scripture for celebration of the word is well chosen and relevant to the liturgical season. Music and hymns to end the celebration of the word are selected to reflect the scripture message. For example, the theme of peace in worship was concluded by singing the hymn *Peace Perfect Peace* to remind pupils of the message they need to apply to their interactions with others. Leaders model the planning and delivery of worship for staff. This would be further enhanced by sharing best practice amongst staff. School leadership is creating more dedicated spaces which are conducive to prayer. All of this will give pupils a wider variety of prayer experiences, including times for spontaneous reflections and

responses to seasonal changes, current situations or local and global events. Families are invited to stay and pray sessions across all year groups. Pupils benefit from the strong parish links and regular opportunities for Mass with the parish priest. They participate meaningfully in the liturgy of the word and the Eucharist. They understand the structure of Mass and join in confidently with responses.

The prayer and liturgy policy together with the annual plan for provision ensures opportunities for Mass, Reconciliation and prayer throughout the Church's seasons. Its content meets the needs of all ages and stages of pupils. Regular professional development, monitoring, and feedback provides staff with knowledge and understanding of different ways of praying. Leaders ensure that prayer is prioritised within the daily routines. New staff are well trained in how to meet the school's expectations for leading prayer, liturgy and worship. Leaders support pupils in the Cafod club to reflect on the local, national and global needs of others. Pupils prepared a reflection about peace in Gaza and explained how they regularly 'think about and pray for people across the world who are struggling to keep themselves safe due to war.' Leaders ensure that resources for prayer and liturgy are prioritised and of high quality. A consistent approach to the celebration of the word ensures pupils are confident when using the gathering responses and song, together with the format for worship. Leaders and governors respect the views of parents, and the parish community to inform their self-evaluation to ensure identification of strengths and to identify areas for further development.



## Information about the school

Full name of school	Holy Family Catholic Primary School
School unique reference number (URN)	104468
School DfE Number (LAESTAB)	3403326
Full postal address of the school	Arncliffe Road, Halewood, Liverpool, Merseyside, L25 9PA
School phone number	01512828971
Executive headteacher	Not applicable
Headteacher	Kevin Quigley
Chair of governors	Ian Leatherbarrow
School Website	<a href="http://www.holyfamilyhalewood.org.uk/">www.holyfamilyhalewood.org.uk/</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Not applicable
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	February 2019
Previous denominational inspection grade	1

## The inspection team

Cathie Williams  
Fiona Brownsey

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