



Holy Family Roman Catholic Primary School, a Voluntary Academy

URN: 151602

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

17 June 2026 – 18 June 2026

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 RE

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

2

1

2

2

Yes

Yes

Fully

What the school does well

- The mission statement is embedded in the daily life of the school, with staff providing a consistent witness to the school's Catholic identity and mission.
- Pastoral care is a significant strength, ensuring that pupils and families receive timely, compassionate and effective support.
- Religious education provides pupils with varied opportunities to present, communicate and deepen their understanding through a range of creative and purposeful approaches.
- Prayer is characterised by the exemplary reverence, participation and respect shown by pupils across the school.
- Leaders and governors demonstrate a sustained commitment to the professional formation of staff, ensuring that expertise continues to develop in support of the school's Catholic mission.

What the school needs to improve

- Increase opportunities for pupils to initiate and lead responses to charitable need at local, national and global levels.
- Ensure that assessment in religious education enables pupils to understand their achievement and identify the next steps needed to improve their learning.
- Develop staff expertise in enabling pupils to plan, lead and evaluate prayer and liturgy independently and confidently.

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

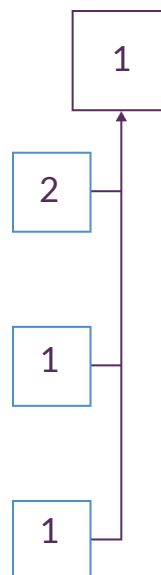
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Holy Family Roman Catholic Primary School is a welcoming and inclusive community where pupils feel valued, loved and well cared for. Pupils take great pride in belonging to their school family, recognising the role they play in the Catholic life and mission of the school. They demonstrate respect and compassion for others and can confidently articulate that they are valued as individuals, recognising their own uniqueness created in the image and likeness of God. They show a strong understanding of the principles of Catholic social teaching. Their involvement in charity work, for example Macmillan coffee morning and Foodbank Rochdale, gives them the opportunity to serve others. With further development, pupils would benefit from a deeper understanding of the impact of their contributions and gain increased confidence to independently initiate and lead fundraising opportunities. Leadership opportunities are available for all, and pupils are proud to belong to groups such as the Growing in Faith Together (GIFT) Team and the Team for the Common Good. These groups showcase their work proudly across social media, demonstrating the role they undertake to protect the school environment. While pupils contribute effectively to prayer and liturgy, further opportunities for them to plan, lead and evaluate prayer independently will strengthen pupil leadership of the prayer life of the school.

The Mission Statement strapline, *'Through Work, Through Worship, Through Witness'*, is deeply embedded in daily life and practice and is at the heart of Holy Family school. All staff participate in activities which reflect the life and mission of the school and serve as exemplary role models for the children. They provide excellent pastoral care and demonstrate a commitment to supporting all members of the school community, including the most

vulnerable. Parents value the level of care and support offered to their children: they are highly complimentary of the school. As one parent wrote, 'I am happy with the school's Catholic life and values. My child is encouraged to be kind and respectful.' The school environment reflects the Catholic nature of the school, with signs and symbols of the faith, and offers a welcoming and organised setting for the children to learn. The school benefits greatly from the support of Father Joel, a member of the Spiritan order and the Just Youth organisation. Father regularly visits school to celebrate Mass, and lead retreats, supporting the pupils in their spiritual development. The relationships, sex and health education (RSHE) curriculum is delivered from Reception through to Year 6, and is fully rooted in the teachings of the Church.

Since the appointment of the Headteacher, the school has continued to make strong progress in promoting, monitoring, and evaluating provision for the life and mission of the school. Leaders and governors fulfil their responsibilities with conviction as guardians of the Catholic life and mission of the school, ensuring that Christ remains at the centre of all aspects of school life. Leaders recognise that the school is at the service of the local parish, with pupils, members of staff and governors taking an active role in parish life; they are involved in a variety of ministries. The experienced governors are ambitious for the school. They are regular visitors, monitoring the school's work and attending liturgical services where possible. Governors keep up to date with current developments by attending both diocesan and academy trust training at St Teresa of Calcutta Catholic Academy Trust, to which the school belongs. The Religious education leader provides knowledgeable and committed leadership and care for the faith life of the school. Leaders recognise that the next stage of development is to increase opportunities for pupils to contribute to evaluating the Catholic life and mission of the school.

Religious education

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 key judgement grade

Pupil outcomes

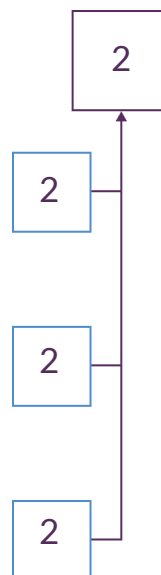
How well pupils achieve and enjoy their learning in religious education

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 at Holy Family Roman Catholic Primary School are developing secure knowledge and understanding as required by the *Religious Education Directory*. They recognise the importance of religious education in their lives. One pupil commented, 'Religious education lessons help us grow closer to Jesus.' During lessons, pupils answer questions confidently, demonstrating secure knowledge and understanding of previous learning. Subject-specific vocabulary is displayed on religious education learning walls. However, in some classes, pupils would benefit from greater encouragement to use religious vocabulary when discussing their learning. Pupils show great care and respect for each other, and can work well both collaboratively and independently. Pupils' behaviour in lessons is consistently positive and supports effective learning. Pupils' work is well presented, and their books demonstrate a balance of written and creative responses. Although pupils understand the school's feedback and marking policy, not all can articulate how well they are achieving in religious education or identify the next steps needed to improve their learning.

The school has begun implementing the diocesan recommended religious education programme, *Lighting the Path*. Leaders have ensured that teachers are developing secure subject knowledge and confidence in delivering the programme through effective professional development and collaborative planning. Teachers new to the profession are well supported in developing their subject knowledge and confidence. Teachers use a range of creative approaches to engage pupils in learning. For example, in a lower Key Stage 1 lesson, artificial intelligence and digital image editing were used effectively to create the impression

that Jesus was visiting the classroom, generating a genuine sense of awe and wonder. Teachers create a positive climate for learning in which pupils are encouraged to support one another. Teachers give pupils an opportunity to present their work in a variety of ways. Further development of feedback, both during lessons and in pupils' books, will ensure that pupils understand how to improve their work and make further progress. The title pages of topics outlining key areas of learning and vocabulary could be developed, to become more pupil friendly, in order to support learning. Assessment takes place at three points during the academic year, enabling teachers to monitor pupils' attainment over time.

Leaders and governors have ensured that religious education is comparable with other core subjects in terms of resourcing, staffing and curriculum time. Religious education is appropriately resourced and receives the required curriculum time. Appropriate policies support the delivery of the curriculum. Senior leaders, working alongside the religious education leader, have established a clear vision for the subject, resulting in consistently good classroom practice. Learning is enriched through initiatives such as the Mission Floor Books, which enable pupils to deepen their understanding of Catholic social teaching and the *Virtues to Live By*. A range of enrichment opportunities further enhances pupils' learning, for example through visits from speakers representing other faith traditions, including Judaism. The chair of the local governing board, with other governors, are regular visitors to the school, undertaking learning walks and monitoring the teaching and learning of religious education. Leaders and governors demonstrate a strong commitment to professional development through the wide range of training opportunities provided for staff. These opportunities have been welcomed by all teaching staff. Leaders recognise that the next stage of development is to continue refining monitoring and evaluation so that identified priorities lead to further improvements in pupils' outcomes. Leaders' and governors' self-evaluation is accurate and identifies appropriate priorities for further development.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

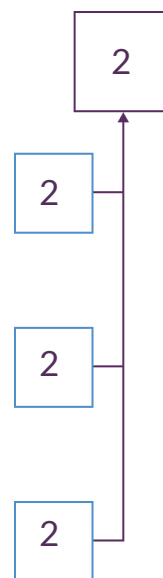
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Pupils respond positively to the opportunities for prayer and liturgy provided by the school and participate with reverence and respect. A daily pattern of prayer is well established, and pupils confidently recall a range of traditional Catholic prayers. They participate in a variety of prayer and liturgical celebrations throughout the school year and undertake a range of roles during school Masses. Celebration of the Word is established across all year groups, with mission books providing evidence of pupils' thoughtful responses through artwork, reflection and prayer writing. Pupils contribute to class celebrations through the reading of Scripture and the writing of bidding prayers. In some celebrations, however, pupils would benefit from greater confidence and engagement in leading and responding during prayer. Opportunities for pupils to plan, lead and evaluate prayer and liturgy independently are developing but are not yet consistently embedded across the school. Members of the GIFT Team demonstrate commitment and enthusiasm in supporting the Catholic life of the school. The next stage of development is to extend opportunities for them, and for other pupils, to plan and lead prayer and liturgy independently, enabling pupil leadership to make a greater contribution to the spiritual life of the whole school community.

Prayer and liturgy are carefully planned and are central to the life of Holy Family Roman Catholic Primary School. An Annual Plan of Provision (APoP) is in place and includes a wide range of celebrations and experiences that reflect the Catholic tradition. A *Progression in Prayer* booklet supports pupils in developing their knowledge and experience of prayer. All staff are committed to leading and participating in prayer and liturgy. Attractive prayer spaces are provided within classrooms, and displays reflecting devotion to the Sacred Heart of Jesus

during the month of June were particularly conducive to prayer and reflection. Other spaces, including the Peace Garden, are available for personal prayer. Leaders recognise that further development of these areas would encourage more regular use by both pupils and staff. A consistent structure for Celebration of the Word is established across the school, and staff demonstrate confidence in planning and leading these celebrations. The next stage of development is to further strengthen staff expertise in enabling pupils to plan, lead and evaluate prayer and liturgy independently and confidently.

Leaders and governors recognise the importance of prayer and liturgy in nurturing the faith life of the school and have ensured that appropriate resources and funding are allocated to this area. A clear policy for prayer and liturgy is in place. Leaders recognise that the next stage of development is to establish a more progressive strategy for developing pupils' knowledge, skills and confidence in planning, leading and participating in prayer and liturgy as they move through the school. Leaders and governors have worked closely with local clergy to ensure that pupils have regular opportunities to celebrate the Eucharist and participate in liturgical celebrations at significant points in the Church's year. The school works effectively with the parish and supports families throughout the sacramental programme, with staff working alongside parish catechists to accompany pupils on their faith journey. Leaders recognise that further developing opportunities to engage families in the prayer life of the school will strengthen the spiritual life of both pupils and the wider school community. Professional development is prioritised, reflecting leaders' and governors' commitment to continually strengthening staff expertise in prayer and liturgy and for the spiritual development of all in the school community.

Information about the school

Full name of school	Holy Family Roman Catholic Primary School, a Voluntary Academy
School unique reference number (URN)	151602
School DfE Number (LAESTAB)	3543507
Full postal address of the school	Great Gates Road, Kirkholt, Rochdale, OL11 2DA
School phone number	01706 640480
Headteacher or Head of School	Mrs Elizabeth Evans
Chair of Governors	Mrs Maureen Conlon
School Website	www.holyfamilyrc.rochdale.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Teresa of Calcutta Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	3 - 11
Gender of pupils	Mixed
Date of last denominational inspection	02 May 2018
Previous denominational inspection grade	Good

The Inspection Team

Fiona Robinson

Lead

Kathleen Mckeating

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