

Holy Family Catholic Primary School

URN: 151043

Catholic Schools Inspectorate report on behalf of the Apostolic Administrator of Northampton

09–10 July 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

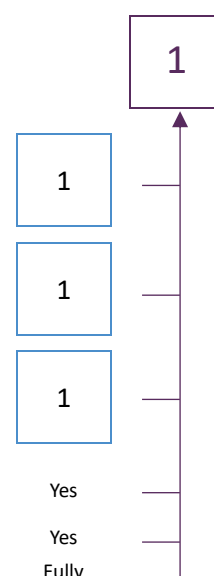
Collective worship (p.7)

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 Apostolic Administrator

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



Compliance statement

- The school is compliant in relation to the general norms for religious education laid down by the Bishops' conference.
- The school is compliant in relation to any additional requirements of the diocesan Apostolic Administrator.
- The school has responded in full to the previous areas for improvement.

What the school does well

- Pupils confidently articulate the mission and demonstrate it through their relationships, behaviour and commitment to serving others.
- Pupils recall prior learning well and present their work to a consistently high standard, reflecting strong subject knowledge and effective teaching.
- Pupils participate confidently in prayer and liturgy and understand their role as stewards of creation.
- Staff foster strong, respectful relationships, creating a positive learning environment where pupils of all faiths and none feel valued.
- Parents are highly engaged and overwhelmingly supportive of the school's mission, with strong evidence of effective home–school partnership.

What the school needs to improve

- Refine learning intentions to ensure clarity and consistency in intended learning outcomes.
- Provide focused staff formation to ensure the strongest practice in prayer and liturgy is consistently reflected across all classes, enabling all pupils to participate consciously and confidently in prayer.

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

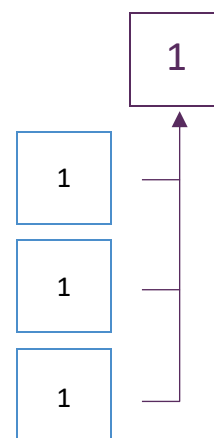
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 embrace their mission statement and understand their responsibility to live it out in their daily lives. They enjoy being part of Holy Family Catholic School, where they feel happy, confident and secure. Pupils recognise that they belong to a community committed to following the example of Jesus. They demonstrate a secure understanding of the principles of Catholic social teaching and can explain how these are reflected in the school's work and their own actions. However, they are less confident in recognising how Catholic social teaching is developed across the wider curriculum, where opportunities to make these connections are not yet consistently explicit. Pupils show deep respect for themselves and others and readily embrace the leadership opportunities available to them. Through groups such as Hearts On Fire, Feet On The Move (HOFFOM), the Mission Team and the Eco Council, pupils actively contribute to the life of the school. Elected by their peers, they organise initiatives including multi-faith celebrations, the Big Lent Walk for Cafod, NSPCC, fundraising for Slough Foodbank and uniform sales. Pupils recognise that Catholics are called to serve others through action inspired by scripture. The HOFFOM initiative further develops pupils' leadership and campaigning skills, enabling them to put Gospel values into practice and make a positive contribution to the school and beyond.

Staff are fully committed to implementing the mission statement and are exemplary role models who witness the school's Catholic life and mission through their words and actions. Relationships are warm, respectful and authentic, creating a nurturing community in which pupils flourish. The school provides discreet and compassionate support for its most vulnerable families and fosters a culture of welcome where every person is valued. Those of other faiths feel respected and are confident to share their own beliefs and traditions. Staff speak positively about the clear leadership structure, the well-being support they receive and the strong sense of teamwork, explaining that this contributes to high levels of staff morale and retention. The fabric of the school visibly proclaims its Catholic identity. Corridor displays celebrate the mission statement, world religions and the faith traditions of pupils from other backgrounds, reflecting the dignity of all. The hall honours carefully chosen class saints whose lives celebrate the richness and diversity of the Church. Outward-facing stained-glass windows depicting Christian virtues, together with liturgical celebrations such as the May Procession, provide a powerful witness to the school's Catholic ethos. A well-established chaplaincy programme, developed in

partnership with the parish priest, enriches pupils' spiritual formation. Relationships, sex and health education is securely rooted in the teachings of the Church and promotes a holistic understanding of the human person.

Leaders ensure that Christ is always at the heart of the school. They are unwavering in their pursuit of the mission, which underpins every policy, decision and relationship. Leaders work closely with the diocese, the trust, local hub and parish, making effective use of the support and expertise available. Parents are overwhelmingly supportive of the school. One parent commented, 'My children are genuinely loved at this school. I completely trust that they are cared for and that decisions are made with children at the core', while another described Holy Family as 'such a welcoming, supportive community'. Leaders are deeply committed to serving those most in need. Provision for pupils with special educational needs and/or disabilities is carefully planned and ensures inclusion. Leaders consistently uphold the dignity of the worker through their decision-making and policies. They ensure that religious education remains at the heart of the curriculum and recognise that Catholic social teaching should now be embedded more consistently across all curriculum areas. Through diocesan training, leaders have strengthened pupil leadership by refocusing groups more directly on the school's mission. The pupil mission team now publishes a scripture-based reflection in the headteacher's newsletter. Parents are also invited to celebration of success events, where pupils' work demonstrating the school's mission is shared and celebrated. In this way, leaders ensure that the mission is clearly communicated, lived and understood across the whole school community.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

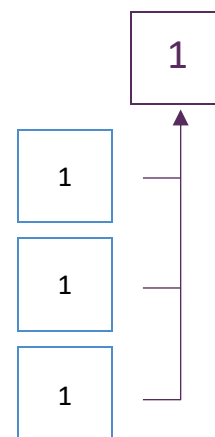
How well pupils achieve and enjoy their learning in religious education

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 enjoy religious education and respond enthusiastically to the creative learning opportunities provided. They recall prior learning with confidence, demonstrating secure knowledge and understanding. Pupils take pride in their work, reflect thoughtfully on spiritual, moral and ethical issues, and know how to improve their work. They speak confidently about their learning and make meaningful links between scripture, religious concepts and their own lives. Creative teaching encourages pupils to think independently, engage in high-quality discussion and deepen their understanding. Behaviour in lessons and throughout the school is exemplary. Children in the two-year-old provision make a strong start. Established routines ensure they settle happily, confidently make the sign of the cross and sing joyfully. In the early years, pupils demonstrate excellent recall of prior learning. For example, they made thoughtful connections between images of the Coptic Catholic Church, the story of St Philip and the Ethiopian, and their learning about Baptism. In Key Stage 1, floor books effectively capture learning through annotated photographs and pupils' responses, enabling them to recall confidently learning about the Angel Gabriel and Holy Week. Pupils explain that teacher annotations help them understand and remember their learning, and they particularly enjoy using small-world play, art and LEGO to recreate Bible scenes, bringing scripture to life in engaging and memorable ways.

Across the school, teaching is strong, enabling pupils to engage confidently with their learning. Skilled questioning, informed by ongoing assessment, supports pupils in making strong progress and was particularly evident in Key Stage 2. Pupils responded thoughtfully to probing questions, drawing confidently on their prior knowledge of St Paul's letters to deepen their understanding. They reflected maturely on how their learning inspires them to serve others and made meaningful links to Catholic social teaching. In the strongest lessons, teachers ensured pupils were clear about the purpose of their learning and used incisive questioning to deepen understanding and extend thinking. Where teachers made the intended learning explicit, pupils demonstrated a clear understanding of the purpose of their learning and engaged thoughtfully with increasingly challenging questions. This practice was not consistently evident across all classes, resulting in some variation in the clarity of intended learning. Ongoing assessment is used effectively to provide timely verbal feedback, enabling pupils to address misconceptions and move their learning forward. Teachers make learning relevant by connecting it to pupils' everyday experiences. Dialogue and encounter lessons are enriched through visits from members of the local community, enabling pupils to develop a deeper appreciation of the faith traditions represented within their locality and fostering respect for others.

Leaders have designed a religious education curriculum that is faithful to the requirements of the *Religious Education Directory* and ensures religious education has full parity with other core subjects through high-quality resourcing and well-planned professional development. They have taken an ambitious and strategic approach to implementing the *Directory* across the school, ensuring staff are confident in delivering the curriculum through effective, ongoing professional development that strengthens subject knowledge and pedagogy. The religious education subject leader is highly regarded by staff as an inspiring role model whose expertise, guidance and support are valued. Through regular monitoring and evaluation, she has driven the successful implementation of the *Directory* and promoted continuous improvement in teaching and learning. Leaders have ensured the curriculum is coherent, well-sequenced and builds systematically on pupils' prior learning, enabling all pupils, including those with SEND, to make strong progress and develop secure religious literacy. Governors demonstrate a clear understanding of religious education through regular visits to the school, during which they observe lessons, assemblies and celebration of the word. They provide both effective challenge and support, holding leaders to account while championing the school's Catholic mission. Local Academy Committee governors also benefit from the expertise, guidance and collaborative support provided by the trust, strengthening leadership and governance across the school.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

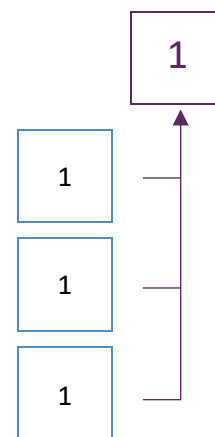
How well pupils participate in and respond to the school's collective worship

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 engage reverently and joyfully in prayer and liturgy, demonstrating a deep understanding of its importance in the life of the school. They proclaim the Word with confidence, participate wholeheartedly in singing, and respond prayerfully throughout celebrations. This was particularly evident during a Key Stage 2 celebration of the word, where pupils sang a Catholic social teaching hymn with enthusiasm before being commissioned to live out the message during the week. Each class received a bag containing pens and prayer notes, encouraging pupils to write down their worries and entrust them to Jesus through prayer. Pupils in Key Stage 2 confidently use scripture as the foundation for planning and leading class liturgies, proclaiming passages from the Bible with reverence and inviting thoughtful responses from others. They participate consciously and actively, demonstrating exceptional confidence when offering spontaneous prayers as well as joining in traditional forms of prayer. They experience a rich variety of prayer rooted firmly in scripture, enabling them to develop a personal relationship with God. The Mission Team leads prayer confidently across the school, evaluates its impact thoughtfully, and is enthusiastic about continually enhancing the quality of prayer and liturgy. Pupils clearly value prayer, recognising it as a meaningful and integral part of their daily lives and their journey of faith.

Prayer is central to the life of the school, with a well-established daily pattern of prayer that is embedded across the community. Pupils approach prayer with reverence and respect, creating a calm and reflective atmosphere. As one member of staff commented, 'Pupils are reverent during prayer, showing respect and reflection. They are provided with many opportunities to wonder about scripture and other aspects of their religious education learning'. The liturgical year is celebrated through a carefully planned programme rooted in scripture, the liturgical calendar and the Church's feast days, ensuring pupils encounter the richness of the Church's tradition throughout the year. Prayer focal points are evident in every classroom and support pupils' spiritual development. The school works closely with families, encouraging them to support pupils in planning and participating in prayer and liturgy both at home and in school. Staff plan and lead prayer and liturgy with growing confidence, making effective use of scripture, music and creative forms of prayer to enrich pupils' experiences. This practice is particularly well established in the older year groups, where pupils participate consciously, confidently and independently in prayer and liturgy.

Leaders carefully plan the school timetable to ensure that holy days of obligation, celebrations of the Eucharist and opportunities to receive the Sacrament of Reconciliation are integral to school life. Regular opportunities for Adoration further enrich pupils' experiences of prayer and deepen their relationship with Christ. Leaders are highly skilled in developing staff confidence in planning and leading prayer and liturgy through well-targeted professional development. This has secured particularly strong practice in Key Stage 2 and provides a firm foundation for continuing to strengthen provision across the school. Leaders recognise that the strongest practice is currently found in some classes and have identified continued staff formation as the means by which this will be reflected more consistently across the school. High-quality resources are prioritised to ensure that celebrations of the word are well planned, prayerful and rooted in scripture. Mass is celebrated each term in the parish church, strengthening the partnership between school and parish. A particular highlight is the annual Youth Sunday Mass, when former pupils and their families are invited to celebrate the Eucharist, reflecting the school's enduring sense of community rooted in Christ. The Sacrament of Reconciliation is offered to both pupils and staff twice yearly. Regular planning meetings between school leaders and parish clergy ensure that the annual programme of prayer and liturgy reflects the liturgical year and unites the parish and school in their shared mission.

Information about the school

Full name of school	Holy Family Catholic Primary School
School unique reference number (URN)	151043
School DfE Number (LAESTAB)	8715202
Full postal address of the school	High Street, Langley, Slough, Berkshire, SL3 8NF
School phone number	01753541442
Headteacher	Sara Benn
Chair of governors	Jim Hayes
School Website	www.holyfamilycatholicsschool.org.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Thomas Catholic Academies Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	2-11
Gender of pupils	Mixed
Date of last denominational inspection	3 July 2019
Previous denominational inspection grade	1

The inspection team

Evelyn Ward	Lead
Fearghal Nash	Team
Jo Marsh	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