

Holy Family Catholic Primary School

URN: 143368

Catholic Schools Inspectorate report on behalf of the Diocesan Administrator of Arundel & Brighton

03 June 2026 – 04 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

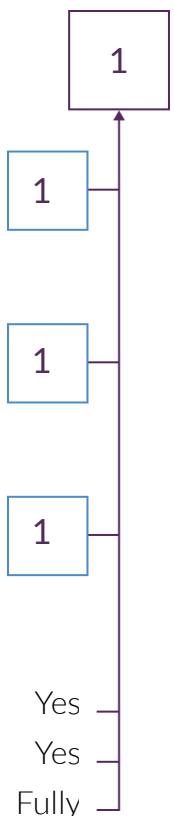
Collective worship (p.7)

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



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Yes

Yes

Fully

What the school does well

- Holy Family school is an excellent example of how the links between school, parents and parish creates a true family community.
- The school flourishes as a family faithfully committed to its values and mission of 'Love, Honesty & Respect' and 'Living each day as one happy and holy family.'
- Pupils of Holy Family demonstrate exemplary behaviour in living out the teachings of Jesus in their daily lives of prayer, instinctively offering forgiveness to one another.
- The school is an instrument of evangelisation for the Church through the spiritual formation it provides for pupils, staff and parents.
- Leaders' high expectations in religious education and the faithful use of the 'Day By Day' resource lead to a variety of creative work in pupils' religious education books.

What the school needs to improve

- To ensure consistency in teachers' feedback and acknowledgement of pupils' self-evaluation in religious education.
- To embed extended challenges in religious education across the school, especially in Key Stage 2.

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

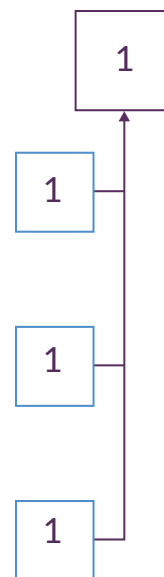
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 Catholic Primary School is a nurturing community of togetherness, love, respect and prayer where pupils participate actively to enhance the Catholic life and mission of the school. The mission statement 'We show love in all we do; we care with honesty and respect; we grow and learn in a God-centred community living each day as one, happy Holy Family,' is deeply embedded in each pupils' experience. Pupils know the mission statement and enthusiastically recite it with actions that demonstrate its key words. The school's chaplaincy provision is highly valued by pupils, who willingly undertake leadership roles as Junior Chaplains, Prayer Councillors and Well-being Ambassadors. Pupils demonstrate exemplary behaviour in living out the teachings of Jesus in their daily lives, instinctively offering forgiveness to one another. A pupil explains, 'We treat people how we want to be treated; we show respect and we resolve arguments by saying sorry.' Pupils clearly express an understanding that they are cared for and loved by God and recognise the responsibility this brings 'to be a friend of Jesus.' One of the youngest pupils said, 'We are to be kind to others.' Pupils link this responsibility with developing the virtues of compassion, kindness, humility, gentleness, and patience as evidenced in the school 'Go Forth' book.

Staff participate enthusiastically in and contribute to activities that reflect the Catholic life and mission of the school and the service it offers to the community, including attendance at the Xavier Trust Mass, Education Sunday and First Holy Communion celebrations in the parish. The school promotes a culture of respect and positive behaviour, consistently reinforced by all staff, and goes the extra mile to provide an exceptionally supportive and joyful community for each of its members, valuing all and acknowledging Christ's presence in one other. Holy

Family School is an excellent example of how strong links between the school, parents and parish create a true family community. One parent stated, 'The word "Family" in the title of the school could not be more apt.' Another parent describes the school as 'one big happy Holy family' because of the strong relationship between staff, pupils and families. The overwhelmingly positive response to the parent survey shows that parents are highly supportive of the school and deeply appreciative of the Catholic education provided for their children. A parent expressed, 'It is wonderful to see that building faith is at the core of the school.' The school premises, both inside and outside, effectively witnesses to its Catholic identity through high-quality displays, religious artefacts and prayer spaces. This enhances the spiritual growth and personal development of its members.

Leaders and governors clearly articulate the Church's mission in education, and they embrace and actively promote the diocesan vision. They uphold the principle that parents are the first educators of their children and fully support and empower them in meeting the demands of this vocation. A parent stated, 'Holy Family is a wonderful community that truly feels like an extension of our family. Sending my children here gives me great comfort, knowing they are surrounded by care and support.' At the heart of the Catholic life and mission of Holy Family is the highly effective work of leaders and governors in creating a flourishing partnership between the school and the parish. The parish priest is a valued and visible presence within the school community, providing pastoral support and spiritual guidance to pupils, staff, and families. The school makes a significant contribution to the Church's mission of evangelisation. It fosters the spiritual formation of pupils and actively supports parents in their faith journey.

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

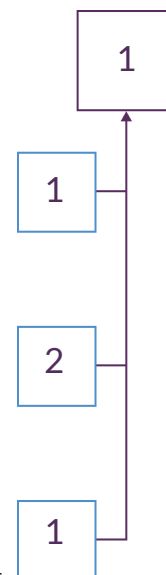
How well pupils achieve and enjoy their learning in religious education

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 enjoy their learning in religious education and demonstrate excellent knowledge, understanding and skills that reflect the expectations of the *Religious Education Directory*. Pupils, irrespective of their starting points, make consistently strong progress by knowing more, remembering more and doing more. Activities in religious education books provide evidence of pupils' recall of prior learning and consolidation of knowledge across different topics. Pupils talk with enthusiasm and are confident about how their learning relates to everyday life. For example, a pupil identified the tabernacle as important to him, explaining, 'Because Jesus is in there and it makes me feel proud because he is close to us.' Pupils demonstrate high levels of religious literacy and readily make links in their learning. For example, a Key Stage 1 pupil said, 'I know God is with me because He welcomed me into His family when I was baptised.' Pupils produce work of a high standard, demonstrating individuality and creativity. Their exemplary attitudes to learning are evident in the high levels of engagement observed in lessons, in the quality of their responses and in the 'I wonder...' questions they generate independently. Attainment in religious education is high, with pupils making sustained progress over time and within lessons as they deepen their knowledge, understanding and ability to apply learning.

Teachers have good subject knowledge and plan inclusive and engaging lessons, valuing the importance of religious education as a core subject. Across the school, lessons begin with a clear focus on key vocabulary and the review of prior learning. Retrieval questions enable pupils to recall and consolidate previously acquired knowledge and understanding. In the

strongest lessons, skilful questioning challenges pupils to think deeply, make connections and extend their understanding, securing strong progress. Consequently, pupils engage confidently with 'I wonder' questions, reflecting thoughtfully and demonstrating genuine curiosity. Teachers make effective use of Scripture in lessons, ensuring that passages are explored and explained in depth so that pupils develop a secure understanding of their meaning and significance. Verbal feedback is used effectively to address misconceptions, model high-quality responses and celebrate pupils' achievements. Pupils are motivated to make improvements and are given opportunities to self-evaluate their work against set criteria. In some year groups, extended challenge questions provide opportunities for deeper thinking and independent enquiry. Greater consistency is needed in teachers' acknowledgement of pupils' self-evaluation and in the implementation of extended challenge questions, particularly within Key Stage 2.

Leaders and governors ensure that the curriculum for religious education is a faithful expression of the *Religious Education Directory* and has full parity with other core curriculum subjects. The highly committed and aspirational leader ensures that religious education remains central to the school's mission. She provides knowledgeable and purposeful leadership, driving continuous improvement through her expertise and dedication. Proactive in strengthening teaching and learning, she actively supports colleagues by sharing subject expertise and promoting effective practice. Staff value and recognise this regular support and, as a result, make good use of the weekly religious education update, which integrates Catholic life and mission, religious education and prayer and liturgy. Staff engage fully with professional development opportunities provided through the diocese and the Xavier Catholic Education Trust and are appreciative of the accessibility and open-door approach of the subject leader. The religious education leader works closely with the parish priest to support staff in developing their understanding of Scripture and its deeper meaning, thereby promoting a culture of learning and growth for all and reflecting the school's commitment to nurturing pupils' spiritual and academic development. Leaders demonstrate high expectations for religious education and ensure the faithful implementation of the *Day By Day* programme. As a result, pupils produce a wide range of creative and thoughtful work.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

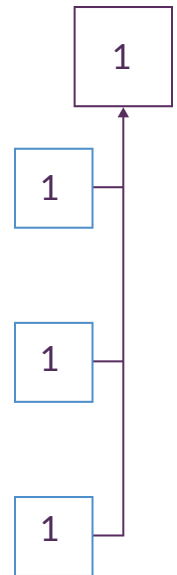
How well pupils participate in and respond to the school's collective worship

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 actively participate and engage with reverence in all prayer and liturgy experiences. In an adult-led prayer and liturgy celebration on the 'Trinity of Love', pupils were attentive, participated fully in singing and responded thoughtfully to questions about the three persons of the Trinity. On how the Holy Spirit helps us, a pupil said, 'I think the Holy Spirit guides us so that we do not break any of God's laws.' Pupils have a detailed understanding of a wide variety of ways of praying that are part of the Catholic tradition, including moments of reflection, spontaneous prayer, the rosary procession and meditation focused on sacred images. For example, during prayer and liturgy celebration focussed on the Sacred Heart of Jesus, pupils thoughtfully explained that the image of the Sacred Heart represents the infinite and unconditional love of Jesus. Pupils readily reflect on their experience of prayer and liturgy with confidence. One pupil explained, 'It sets me up for the day because I know God is with me; my spirit is whole.' Members of the Prayer Council and Junior Chaplains work collaboratively with teachers and the parish priest to prepare experiences of prayer and liturgy. Pupils undertake liturgical ministries such as altar servers and readers during Mass.

Carefully planned provision of prayer and liturgy is clear across the school and is integral to routine gatherings of pupils and staff. Pupils are offered engaging and creative experiences rich in Catholic tradition. A parent shared, 'Prayer is taught in a way that makes the pupils really interested. It feels special to be part of this wonderful school.' Thoughtfully designed opportunities allow families to engage in the prayer life of the school through participation in events such as the rosary procession and class prayer and liturgy. Parents are supported in nurturing prayer within the home. One parent expressed the delight in the school's provision

of prayer and liturgy stating, 'The prayer bags have been a particular blessing for our family. Bringing them home has created gentle opportunities to pause together, even in the busyness of everyday life.' Staff serve as inspiring role models by leading prayer and liturgy and modelling exemplary practice for colleagues. The school and parish, supported by the dedicated parish priest, provide sacramental experiences that place Christ at the centre of community life. Dedicated prayer spaces in the school library, prayer garden and the virtual prayer box are cherished and regularly used by both pupils and staff for personal moments of prayer and reflection as well as for group prayers.

Leaders and governors, working in close partnership with the parish priest, provide highly effective leadership of prayer and liturgy which enables pupils, staff and families to participate fully in the spiritual life of the school. As a result, pupils at Holy Family engage in prayer and liturgy with deep reverence and active participation. The prayer and liturgy policy sets out clear expectations and is firmly embedded in the life of the school. Leaders, including governors, have structured the school calendar and timetable carefully to ensure that opportunities to celebrate the Eucharist are regularly offered to the whole school community. The parish priest said, 'there has been a notable increase in Mass attendance within the parish as a result of the school's work.' The dedicated senior leadership team and governors demonstrate an unwavering commitment to ensuring prayer and liturgy are given the highest priority. Through their vision, they ensure that Holy Family is a faith-filled community that provides spiritual formation for pupils, staff and families. Prayer and liturgy at Holy Family inspire pupils to deepen their relationship with God and prepare them for the next stage of their faith journey.

Information about the school

Full name of school	Holy Family Catholic Primary School
School unique reference number (URN)	143368
School DfE Number (LAESTAB)	9363441
Full postal address of the school	Ongar Hill, Weybridge, KT15 1BP
School phone number	01932 846366
Headteacher or Head of School	Zelia Munnik
Chair of Governors	Elizabeth Walmsley
School Website	www.holy-family.surrey.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Xavier
Phase	Primary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	18 March 2019
Previous denominational inspection grade	Outstanding

The Inspection Team

Rufina Ebenebe Lead

Catherine Walker

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