



Catholic Schools Inspectorate inspection report for
Our Lady of Fatima Catholic Primary School

URN: 141484

Carried out on behalf of the Most Rev. Bernard Longley, Archbishop of Birmingham on:

Date: 5-6 October 2022

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.....	1
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- All staff are excellent role models, promoting the mission and Catholic life of the school.
- Teachers use excellent questioning skills that deepen pupils' understanding of religious education.
- Pupils are respectful, kind, courteous, and enthusiastic about learning about the faith.
- Senior leaders are inspirational in driving the vision and mission of the school forward in a caring and inclusive manner.
- The school's physical environment promotes the Catholic faith and ethos of the school, encouraging and developing prayer.

What the school needs to improve:

- Analyse and use data which has been moderated to inform the planning and teaching of religious education.
- Share good practice that promotes deeper thinking for all pupils through reflective questioning in written work.
- Set high expectations around developing pupils' independence, to achieve their full potential in written tasks and further embed the support offered to pupils with lower prior attainment.

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:.....

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

1



Pupils understand and talk confidently about the school's mission and can relate it to their daily life by being inclusive and welcoming to all; this helps them to clearly express that everyone is made in the image and likeness of God. Consequently, parents say that the pupils at Our Lady of Fatima are well cared for, happy and confident. Because staff guide pupils in developing their leadership skills, pupils can support others in the community both locally and nationally through fundraising and caring for our common home. Staff continue to develop the pupils' leadership roles through the Mini Vinnies.

'We welcome everyone into our community to live, love and learn together in the light and example of Jesus Christ' is the mission statement that is lived out by the staff and pupils, especially in their work serving the parish and local communities. Everyone is valued, and differences are celebrated through assemblies and learning about others. Parents comment that staff are excellent role models, reflecting the mission. Pupils with special educational needs and disabilities (SEND) are nurtured and made to feel they can achieve in this inclusive community. The physical environment is steeped in the school's mission, and pupils use the resources around them to support their prayer and worship. Vocation is an integral part of the Catholic curriculum offered, and pupils talk confidently about how they form a part of their lives. Relationships, sex, and health education is taught within the Catholic Church's context. Resources effectively promote understanding relationships from a Catholic perspective; consequently, pupils can talk about them in a Christian context.

Leaders have the vision to embed further and improve the school's catholicity. They are passionate about Catholic education, monitoring, evaluating, and reviewing progress, ensuring they are

constantly driving the school forward. The curriculum has recently been revised to place religious education at the centre, using scripture passages and inspirational quotes and links to Catholic Social Teaching, mental well-being, prayers, and the wider world. However, it is too soon to determine the impact of this revision. The principal values and promotes well-planned training for all staff. It is central to the staff's professional development and is highly effective. Governors are committed to implementing Catholic Social Teaching, demonstrating a commitment to care for our common home and helping others through social action because the lives of saints inspire them. Parents are regularly invited to school to support their child's development and encourage them to be part of the wider family. Prayer bags promote a stronger relationship with families and develop their faith which unites school, home, and Church. The principal prioritises the needs of his staff and encourages and supports their physical and mental well-being. Staff new to the school are fully supported in their induction to Catholic education. The school has fostered strong links with the parish, regularly walking to Church and inviting the parish into school. The parish priest makes weekly visits to the school to promote and develop the faith. Leaders show care and compassion within the local community, living out the gospel values. Leaders provide excellent chaplaincy activities, such as Alton Castle and One Life retreats.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

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.....

1

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



The school follows the diocesan scheme of work, ensuring that pupils develop knowledge, understanding and skills that reflect the learning required by the *Religious Education Curriculum Directory*. Pupils have enthusiasm and are actively engaged in religious education lessons. They deepen their knowledge by asking meaningful questions and, consequently, can talk at length confidently about what they have learnt. Pupils work independently; however, the written outcome does not reflect the potential and deeper understanding of the faith for many. Pupils understand their achievements in religious education; however, they do not always understand how to improve their work because younger pupils tend to look at what teachers have highlighted as good work in green pen at the expense of the areas for improvement that are highlighted in pink. Pupils' progress is evident through pupil discussions and their books. This is reflected in the fact that pupils are religiously literate and can talk confidently about their learning in religious education; they are also confident in speaking about their spirituality and relating it to their everyday life.

Subject knowledge demonstrated by all teachers is strong throughout the school. Questioning is a strength of teachers in all classes as it deepens the pupils' understanding of their faith and allows them to reflect upon their knowledge. However, tasks are sometimes supported too much, therefore not always allowing pupils to achieve their full potential. Subsequently, written tasks do not always reflect the greater depth achieved through the questioning used in the classroom. Staff celebrate pupils' work clearly in assemblies and by displaying it around the school, which motivates pupils. Teachers regularly use 'reflective pen questions' to extend and enhance learning within lessons, to which pupils reply consistently. Because of this, pupils from varied starting points make good progress between lessons. There is an excellent use of adult support in classrooms; they have good subject knowledge and move learning forward through effective questioning, and the use of

resources - pupils with SEND are well catered for. Pupils' work is marked regularly; where staff are using reflective questions in their books, pupils' written work shows a greater depth of understanding. Although teachers input data into the tracking system, they do not evaluate the outcomes before planning the next learning sequence, meaning lessons are not always designed based on teachers' current assessment of pupils' prior learning,

The subject has full parity with core subjects regarding professional development, resourcing, and staffing. It is held in high esteem throughout the school, as evidenced by its displays, pupils' behaviour, and pupil voice activities. Religious education subject leaders have a clear vision for teaching and learning and have a good level of expertise in securing the vision; therefore, they are used effectively to improve teaching and learning in religious education, resulting in teaching that is never less than good. Staff welcome the support from the highly effective senior leadership team. Although the subject leader is new to the role, she has strong leadership skills and a clear vision, which is already being implemented in classrooms, although it is too soon to determine its impact. The curriculum is monitored through books, though more data analysis is needed to ensure the school's provision fully meets pupils' needs.

Collective worship

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

Religious education key judgement grade:.....

1

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

1

Leadership

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

1



Pupils clearly enjoy praying together and subsequently praise God by singing joyfully. Prayer and liturgy fully engage all pupils' interest and inspire enthusiastic, heartfelt responses while making the messages and themes relevant to their lives. Pupils act with reverence and are keen to participate in prayer, a strength of the school with pupils engaging in quality prayer and meditation. Pupils throughout the school talk confidently about the Church's liturgical year and have a wealth of approaches to prayer. Pupils show expertise in planning and delivering liturgies and reflect on how to improve them further. The four sections of 'gather, listen, respond and go forth' are explicit in all acts of prayers and contribute significantly to increasing pupils' understanding of prayer. Pupils make strong links between their prayers and the wider community, as shown through their awareness of current affairs, including how they can support charity work in prayer. Pupils talk confidently about how they have helped others through Harvest, the Good Shepherd Appeal and Remembrance Day.

Prayer and liturgy are central to the life of the school, where praying together is part of the daily experience for the community. A variety of forms of prayer are used regularly; for example, spontaneous prayers said for those involved in a car accident during the inspection. Prayer is used at different times of the day, allowing the pupils to reflect upon their lives and bringing them closer to Christ. Prayer is an integral part of the school day, with prayers being said at key times and staff meetings beginning with prayer bringing Christ to the centre of pupils' and staffs' lives and contributing to the school's mission. All staff are exemplary models of how to lead worship and are highly skilled at helping pupils to prepare their liturgies, which shows in the quality of the prayers they prepare and lead. Collective worship was demonstrated in various forms, including

traditional prayers, meditation and singing. Pupils are familiar with the four-part liturgy planning process and use innovative ways of praying together, particularly through meditation. Pupils talk confidently about the liturgical year and choose seasonally appropriate scripture passages. Further guidance from adults is needed to allow firmer links between all aspects of the liturgical service. Prayer and liturgy are enhanced with a range of resources, which are further developed to include art and music. The school uses its available space imaginatively and creatively around the building with prayer corners, kneelers, and prayer boxes (led by the Mini Vinnies) to allow pupils to engage in spontaneous prayer.

The policy on prayer and liturgy has been created and continues to be firmly embedded with all staff developing an awareness of the expectations. A key strength of the school is the celebration of the eucharist through Mass at key times of the liturgical year, as well as weekly. The celebration of class saints' days is memorable to the pupils, with prayer and Mass being a focal point. Leaders and governors recognise the importance of inspirational staff training, which impacts their faith formation and that of the pupils. A comprehensive focus on training for prayer and liturgy has been prioritised for all staff, and the impact of this can be seen throughout the school, with all pupils taking an active role and using a variety of resources, including traditional prayer, spontaneous prayer, and meditation. The planning of prayer and liturgy is given a high priority, as is its resourcing and monitoring by school leaders. The evaluation of prayer and liturgy by pupils and staff continues to develop the skills of all. For example, in a recent meditation, pupils were encouraged to reflect upon a gospel message whilst listening to the teacher, enabling them to apply prayer to their lives more readily. Pupils speak confidently about the messages they hear during liturgy.

Information about the school

Full name of school	Our Lady of Fatima Catholic Primary School
School unique reference number (URN)	141484
Full postal address of the school	Winchfield Drive, Harborne, Birmingham, B17 8TR
School phone number	0121 429 2900
Name of head teacher or principal	David Simmons
Chair of governing board	Joanna Griffin
School Website	https://www.olfatima.bham.sch.uk
Multi-academy trust or company (if applicable)	Emmaus Catholic MAC
Type of school	Primary
School category	Academy
Age-range of pupils	4 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	October 2016
Previous denominational inspection grade	1

The inspection team

Veronica Gosling	Lead inspector
Vicki Wayman	Team inspector

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