



Holy Name Catholic Primary School

URN: 103996

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

01–02 February 2024

Summary of key findings

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

2

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

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

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

Fully

What the school does well

- Leaders and governors show high levels of pastoral support for staff.
- Teachers, and subsequently pupils, have excellent subject knowledge for religious education.
- The religious education subject leader has a strong vision for learning in the subject, which has led to significant improvements.
- Pupils plan and lead prayer confidently, with a high level of skill.
- All pupils respond reverently to prayer.

What the school needs to improve

- Consistently provide challenge for pupils with higher prior attainment in religious education, enabling them to make swift progress.
- Develop monitoring and self-evaluation processes so that well-targeted planning inspires strategic action, leading to further school improvements for religious education and collective worship.
- Provide pupils with opportunities to enact Catholic social teaching to make a positive difference in the wider world.

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

2

Provision

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

2

Leadership

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

2

2

The school's mission statement, 'With Jesus as our guide: we love, live and learn together,' is lived by all within Holy Name Catholic Primary School. Pupils understand it, and all speak confidently about its meaning. One pupil described his understanding of how the mission helped him as 'Jesus is always by my side.' There is a clear feeling from pupils that they are loved, and this is tangible in all the relationships across the school. Pupils experience high levels of care and support from the staff, resulting in excellent behaviour in all year groups. Teachers embrace the principles of Catholic social teaching, introducing these to all year groups through a range of activities. Consequently, pupils can speak about how the different principles link to their learning throughout the curriculum. Whilst pupils understand how the principles relate to their education, more time is needed for pupils to fully experience how to respond to the demands of Catholic social teaching in a way that leads them to have an impact on the broader community and beyond. Pupil spiritual leaders organise some charitable events, such as a reverse Advent calendar, for which they write to parents requesting specific items to give to the local food bank. However, pupils do not take leading roles in deciding which charities the school supports and subsequently cannot speak confidently about how the school serves the local and broader community.

There is a culture of welcome which extends to all members of the school. For example, non-Catholic pupils speak about the Sacrament of Confirmation, which was received by pupils in Year 6, and how all pupils, regardless of their belief traditions, shared in the celebration. They said it was a wonderful occasion for everyone. Staff are positive role models for pupils; they support all events linked to the school's Catholic life and recognise the importance of these occasions within their community. Parents acknowledge that staff go above and beyond to make these

celebrations memorable. There has been significant investment in the school's physical environment, which has an explicitly Catholic identity. Spiritual leaders take ownership of maintaining these areas, making sure prayer areas reflect the correct liturgical season and evaluating and improving the quality of resources displayed in them.

Leaders recognise the importance of parents being involved in their child's education. Parents' views are sought through questionnaires, and they are invited to numerous events within the school, including 'Stay and Pray' and Friday celebration assemblies. The large majority of parents commented that the school supports their child's spiritual and moral development. There is an evident, embedded culture of leaders caring for staff, which is appreciated by all. The newest staff speak of the 'family feel' within the school, where everyone supports each other and genuinely wants each other to succeed. Leaders know they are valued by the school's governors, who have an appropriate balance of challenge and support. Governors prioritise the school's Catholic life and have a good knowledge of the improvements that have taken place over time. Regular visits from the chair and vice chair of governors seek the views of different people within the community, enabling governors to identify the impact of their work accurately. They join leaders in various monitoring activities, including pupil conferencing, environment walks, and looking at Catholic life books. Due to the regularity of monitoring undertaken by leaders and governors, the school has a clear understanding of its strengths and areas for development concerning Catholic life. Self-evaluation in this area is accurate and has led to effective improvements since the last inspection.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

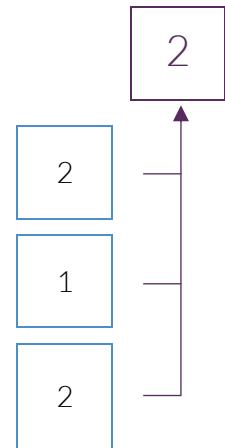
How well pupils achieve and enjoy their learning in religious education

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 build on prior knowledge through short retrieval activities, which are embedded across all year groups. This has had an impact on outcomes, with most children achieving well in religious education and being confident in their knowledge of the topics they learn about. Subject-specific vocabulary is focused on both during teacher input and in pupils' written work. This means pupils are constantly building a good understanding of the key concepts studied. Throughout lessons, pupils engage well, showing high levels of confidence. They produce work which they are proud of. All pupils show interest in lessons; they willingly discuss concepts through talk partners and undertake independent work with enthusiasm. Religious education is a high priority at Holy Name, and this is evident when comparing the standards in pupils' exercise books to those achieved in other core subjects.

The provision for religious education is outstanding because teachers have authentic subject knowledge, which leads to high levels of confidence from staff when dealing with pupils' misconceptions. Almost all staff have high expectations for all pupils, and this leads to excellent levels of engagement. Teachers understand pupils' prior learning and subsequently build on their knowledge skilfully. Through effective questioning, staff adapt lessons to ensure pupils accurately understand the concepts they are taught. A lot of work has taken place throughout the school to ensure that pupils experience a good range of opportunities to learn through different forms of expression, including art and drama, and this has had a particularly positive impact on pupils who struggle with written work. Careful consideration of pupils' individual needs, combined with high-quality resources, leads to good outcomes for most pupils. Positive praise is used throughout religious education lessons, and the next steps are identified for pupils in feedback. However, these are not consistently matched to pupils' individual requirements, particularly for pupils with higher prior attainment. Nevertheless, there is good practice in this

area in some classrooms. Mission activities, which are used in all year groups to link pupils' knowledge from the lesson to their own lives, create a culture where pupils are used to sharing their views and personalising religious education lessons to their own lived experience – they see the value in what they are learning about.

The subject leader for religious education has had a significantly positive impact on improving standards due to her clear vision and high level of expertise in securing them. Training is provided for all staff, which has ensured consistency in many areas in most year groups. Newer staff are coached through joint planning and team teaching with more experienced colleagues. Staff are well-supported by the religious education subject leader. The curriculum is delivered sequentially with regular opportunities for knowledge retrieval, which ensures pupils' knowledge is secure. Appropriate time and resources are given to religious education lessons to provide complete coverage of each unit of work. Leaders have prioritised opportunities for pupils to reflect on their learning, and this is seen in all year groups through the introduction of the mission tasks. Monitoring of religious education is regular. It informs action plans and has led to improvements over time. Governors are involved in single instances of monitoring and can talk about what has improved; however, there are limited examples of religious education monitoring being revisited to ensure targets are addressed swiftly. Governors are confident that leaders address key priorities, but they do not sufficiently challenge leaders' findings to ensure strategic actions lead to outstanding outcomes.

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

1

Leadership

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

1

1

Pupils engage exceptionally well during all experiences of prayer and liturgy, participating fully and showing deep reverence. Pupils benefit from lots of different ways of praying; they enjoy the regular celebration of Mass, which takes place either in the parish church or the school, as well as other traditional forms of prayer such as the Rosary and Stations of the Cross. Similarly, pupils understand the need for spontaneous prayer, and they can talk about how this is facilitated in school. Lots of work has been done to ensure all pupils have opportunities to plan and lead liturgies. Appropriate to their age group, pupils take active parts in leading prayer, including celebrations of the Word. They are well-supported by staff, which has led to them confidently being able to undertake the role of prayer leader with a good level of skill. During open prayer, pupils' reflections demonstrate their faith in the power of prayer. Evaluating prayer is something the pupils are used to undertaking; however, they struggle to articulate how their evaluations have changed things despite them doing so. Times of prayer and liturgy link well to the taught curriculum, but pupils do not have sufficient opportunities to make links to how prayer influences their daily lives.

Prayer is central to daily life at Holy Name Catholic Primary School. Pupils are given opportunities to pray throughout the day and at voluntary times, which they talk positively about. Parishioners and parents are regularly invited to join the pupils in celebrating Mass. Scripture is central to prayer and liturgy; consequently, pupils know a large number of passages from the Bible. This means that when pupils lead prayer, they carefully choose which passage of scripture to use. Staff are excellent role models and demonstrate good levels of support for the pupils, particularly when helping them in the planning of prayer. As excellent role models, they introduce the children to high-quality resources such as religious artwork and music, which significantly enhance the pupils' experiences. Plans are in place to improve the outdoor

environment to mirror the beautiful prayer spaces seen inside the building. Pupils and parents benefit from close relationships with the parish, particularly in the preparation for the sacraments.

Leaders and governors ensure staff consistently follow policies linked to prayer and liturgy, and this is most evident in the quality of pupil-led prayer in each class, despite some staff being relatively new. Training is regular for all staff as well as those with individual gaps in their knowledge, and this helps staff to feel confident. The religious education subject leader has worked collaboratively with new teachers to ensure they can understand the requirements of delivering prayer in a Catholic school. Consequently, there are high levels of consistency in the delivery of prayer throughout the school. Because most staff have such good knowledge of the Catholic faith, they share this with pupils beautifully, making tangible links between religious education lessons and prayer in a meaningful way. Prayer is evaluated well, leading to strategic improvements. Leaders and governors have planned opportunities to seek the views of all members of the community but have still to embed an evaluation cycle whereby these views feed into clearly planned improvements concerning prayer and liturgy.

Information about the school

Full name of school	Holy Name Catholic Primary School
School unique reference number (URN)	103996
School DfE Number (LAESTAB)	3333308
Full postal address of the school	Cross Lane, Great Barr, Birmingham, B43 6LN
School phone number	0121 357 3216
Headteacher	Andrew Neenan
Chair of Governors	Jayne Logue
School Website	www.holynameprimary.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3 to 11
Gender of pupils	Mixed
Date of last denominational inspection	September 2017
Previous denominational inspection grade	2

The inspection team

Karyn Oakley
Sarah Laskey

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