



# Archdiocese of Birmingham

## Section 48 Inspection

### HOLY NAME CATHOLIC PRIMARY SCHOOL

Cross Lane, Great Barr, Birmingham, B43 6LN

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Inspection date	25 <sup>th</sup> & 26 <sup>th</sup> September 2017
Reporting Inspector	Maureen O'Leary
Assistant Inspector	Stephen Godber

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Voluntary Aided
Age range of pupils	3–11 years
Number on roll	230
Appropriate authority	The Governing Body
Chair of Governors	Mary McMahon
Telephone number	0121 357 3216
E-mail address	headteacher@holynamesandwell.sch.uk
Date of previous inspection	3 <sup>rd</sup> December 2014
DFE School Number	330/3308
Unique Reference Number	103996

<b>Headteacher</b>	<b>Andrew Neenan</b>
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Previous inspection:	Requires Improvement to be good
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This inspection:	Good
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DIOCESAN EDUCATION SERVICE



## Evidence

- The inspection was carried out by two Diocesan Inspectors.
- The focus of the inspection was on the quality, leadership and impact of the school's provision of Catholic life, collective worship and religious education (RE).
- The inspectors observed teaching across 7 RE lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with the headteacher.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic life, worship and the impact of teaching on their learning over time.
- Meetings were held with two governors, the headteacher and the RE subject leader.
- The inspectors attended a whole school Mass, a whole school assembly and undertook a learning walk to look at aspects of learning and teaching in RE, the presentation of the Catholic life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, RAISEonline, the school development plan, the RE action plan, teachers' planning and learning journals.

## Information about the school

- Holy Name is an average sized Catholic Primary School on the borders of Birmingham and Sandwell local authorities. It serves the parish of Holy Name and the area of Great Barr.
- The percentage of pupils from minority ethnic groups is broadly in line with the national average.
- The percentage of Catholic pupils is currently 84%.
- The percentage of pupils from disadvantaged groups is significantly below the national average.
- The percentage of pupils with special educational needs or disabilities (SEND) is below the national average.
- Pupils' attainment on entry to the school is broadly in line with the national average.
- Since the last inspection there has been a significant number of new governors and a number of new teaching staff.

## Main Findings

- The school leaders and governors are committed to the Catholic mission of the school. They have a secure understanding of the standards of RE and collective worship.
- There has been an increase in the level of monitoring and evaluation of Catholic life since the last inspection. The headteacher and governors are aware that this would still benefit from further development.
- The pupils clearly understand the Catholic mission of the school. They daily live out its values in their actions and words.
- Accurate monitoring of RE has enabled the subject leader to identify key strengths and areas for development. These are then addressed with staff and inform improvement planning. This has led to good outcomes for pupils in RE.
- Collective worship is given priority in school and prayer is fundamental to the school day. It is regularly monitored and areas for improvement are accurately identified and focused on.

## THE CATHOLIC LIFE OF THE SCHOOL

### Catholic life, collective worship and spiritual, moral and vocational development: provision and outcomes

- The pupils of Holy Name Catholic Primary School are aware of the distinctive Catholic mission of the school. They have a very good knowledge and understanding of their school motto *"With Jesus as our guide: we love, live and learn together."* Its meaning is explicitly taught to pupils at the start of each academic year. As a result, pupils of all ages are able to explain how they live out this mission in their classrooms, on the playground and in the wider community.
- Parents and pupils are proud of the school. They appreciate the welcome and care that is offered to them by all staff.
- The whole school environment, including the school website, clearly reflects its Catholic identity. A statue of Our Lady, set in the school grounds, and religious artefacts in the entrance hall greet visitors to the school. The recent addition of a Catholic values garden is very popular with pupils. Here they can create religious art to display on the trees in the playground.
- The school uses its environment not only to promote its mission but also as a stimulus for class collective worship. Reception class have benefitted from visits to Our Lady's statue in the school grounds and to a prayer focus dedicated to her set outside the headteacher's office.
- The school has introduced the Catholic Schools' Pupil Profile and its values are reinforced regularly in collective worship and in RE lessons. Pupils are keen to add leaves to their class trees which show how they live out these values. This has contributed to the strong Catholic values that pupils display throughout the school.
- Each pupil belongs to a house with a patron saint and each class has recently been allocated a class saint. This has the potential to develop pupils' knowledge and understanding of a variety of saints. However, the school needs to ensure that the lives of the patron saints are accurately understood by all pupils.
- All members of the school community support a number of charities such as the Great Barr Food Bank, CAFOD and Father Hudson's Society. Older pupils are actively involved in leading some events to raise money for these causes. As a result, pupils have a very good understanding that they are called to serve and help others.
- Year 6 pupils annually attend the Walsall Deanery Vocations Mass. This has contributed to their understanding that God calls us to serve him in different ways. Younger pupils would now benefit from specific teaching about vocation. This needs to be introduced in Reception class and developed throughout the school.
- Staff take care to teach and model to pupils how to behave during times of prayer. Consequently, pupils take part in all forms of collective worship with great reverence and respect.
- Prayer is embedded throughout the school day. Staff have implemented training given by the diocese about how to improve collective worship. This has led to pupils being given the opportunity to pray in a variety of ways.
- Pupils, from the very youngest in Reception class, lead prayer both in class and with the whole school. Older pupils in Years 5 & 6, and house captains have the opportunity to plan and deliver class and house worship. This good practice now needs to be extended to include more pupils throughout the school.

- During the inspection a teaching assistant expertly supported pupils in Reception class and Year 1 as they prepared a prayer focus for whole class collective worship. She not only reinforced key liturgical vocabulary but allowed them to lead the task.
- Every class has a quality prayer focus that is changed during the year. These areas display the correct liturgical colours, a virtues tree and well-chosen religious artefacts. As a result, pupils' knowledge of the Church's liturgical year is secure.
- The Eucharist is at the heart of the school and Mass is celebrated weekly. Parents and parishioners are welcome to attend this Mass and regularly do. Pupils take an active part in the Mass as readers, altar servers and musicians. All pupils respond to the liturgy of the Mass and take part in singing with joy and enthusiasm.
- Pupils' knowledge of traditional Catholic prayers have been audited by the school. Gaps in pupils' knowledge have been identified and raised as an area for development for staff. The school recognises that further work is needed to ensure pupils meet the requirements of the diocese regarding traditional prayer.
- The school works well with parents/carers and the parish to prepare pupils for the sacraments.
- The school is well supported by the parish priest, Father Alessandro and by Brother Andrew. Brother Andrew visits the school very regularly and often visits individual classes. This excellent support would benefit from some structured planning by the school to support aspects of Catholic life, RE and collective worship.
- The school has recently introduced a spiritual council made up of pupils from each of the classes from Year 2 to Year 6. This enthusiastic group have already monitored the class prayer areas and suggested ways to make improvements. They are now planning to visit other Catholic primary schools to monitor aspects of Catholic life.

## **LEADERSHIP**

### **Leadership of Catholic life and Collective Worship**

- The headteacher has a secure understanding of the school's strengths and areas for development in regards to the Catholic life and collective worship. Formal monitoring of collective worship has been well planned. Evaluation has led to improvement in provision. This same level and quality of monitoring now needs to be applied to the Catholic life of the school.
- The headteacher provides opportunities for staff to develop spiritually. Staff are able to attend a bi-annual retreat and lead and join in prayer at all staff meetings.
- Governors regularly attend collective worship and are formally involved in its monitoring and evaluation. This has meant that they have a very good understanding of the school's strengths and areas for development. They now need to be involved more formally in the monitoring and evaluation of the Catholic life of the school.
- All forms of collective worship are well planned by senior leaders. Staff are given clear guidance about the standards that are expected in collective worship. Staff have responded well to diocesan training in enhancing collective worship.
- Leaders and governors have included a specific Catholic life objective in the school improvement plan. This objective could also be included in staff performance management targets. This would enable senior leader and governors to focus more formally on the development of this key objective.

- The number of pupils transitioning to Catholic secondary schools over the last three years has decreased significantly. The headteacher and governors recognise this and are keen to find ways to reverse this trend.

## **RELIGIOUS EDUCATION**

### **Leadership, outcomes from and provision for religious education**

- The headteacher ensures that RE is given the priority it requires as a core subject. Appropriate time is given to the teaching of RE and it is a regular focus for staff training. Staff who are new to teaching in a Catholic school attend diocesan training.
- RE is well led by the subject leader. All monitoring has been evaluated very effectively. As a result, the RE subject leader accurately knows the school's strengths and areas for development.
- Following any monitoring, staff are given precise feedback and guidance about how to improve teaching and learning. Further monitoring then takes place to ensure progress has taken place. Consequently, standards of teaching in RE are securely good.
- Staff are keen to improve provision and to improve standards in RE. This drive to raise standards in RE is passed on to pupils. They, too, consistently try to achieve their best in RE.
- Class teachers and teaching assistants have good subject knowledge which they share well with pupils. As a result, pupils can use appropriate religious vocabulary and have a good knowledge of the Bible.
- Teacher questioning, choice of tasks and feedback all regularly engage pupils in questions of meaning and purpose. Consequently, pupils from the very youngest can apply what they learn in RE to their own lives.
- Pupils enjoy RE and make good progress in all year groups. This progress is especially rapid for the youngest pupils. Pupils enter the school with limited or no knowledge of the Catholic faith but quickly develop their knowledge and understanding.
- Overall, there is very good attainment in RE. However, the average attainment of boys is lower than girls. The school have identified this issue and have put actions in place to address it.
- Currently, the majority of tasks in RE are literacy based. This should be reviewed by the school to evaluate its impact on pupils' learning, especially for those pupils who find literacy less engaging. To develop teaching and learning in RE the school should consider more regular use of art and drama.
- Teachers' judgements about pupils' attainment in RE are moderated by the RE subject leader, the headteacher, other members of staff and at cluster meetings. This has helped validate teacher judgements and to provide support and guidance where judgements are inaccurate.
- Teachers regularly use pupil conferencing to assess pupils' attainment in RE. This has helped teachers to accurately assess all pupils, especially SEND pupils.
- Pupils and staff value RE as a core subject. As a result, the presentation and standards in pupils' books are high and are in line with other core subjects.
- Pupils participate in visits to other places of worship and in an annual multi-cultural day. This enables them to have some awareness of other faiths and religions.
- Relationships and Sex Education (RSE) is taught as age appropriate and in accordance with the teachings of the Catholic Church.

## Recommendations

### In order to improve the school should:

- Increase the monitoring and evaluation of Catholic life.
- Increase governors' understanding of the strengths and areas for development of the Catholic life of the school.
- Improve pupils' vocational development throughout the school.
- Broaden the range of tasks in RE to include more art and drama.
- Provide more opportunities for pupils to plan and lead collective worship and the Catholic life of the school.