



# Archdiocese of Birmingham

## Section 48 Monitoring Visit

### OUR LADY AND ST KENELM CATHOLIC PRIMARY SCHOOL HALESOWEN

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Inspection dates 21<sup>st</sup> May 2013  
Reporting Inspector Paul F Nutt

Monitoring Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Voluntary aided
Age range of pupils	5-11 years
Number on roll	207
Appropriate authority	The governing body
Chair of governors	Mr Michael Weaver
School address	Bundle Hill Halesowen West Midlands B63 4AR
Telephone number	01384 816880
E-mail address	info@our-lady.dudley.sch.uk
Date of previous inspection	July 2007
DFE School number	332 3357
Unique Reference Number	103850

**Headteacher Mrs J Brock**

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DIOCESAN EDUCATION SERVICE





10<sup>th</sup> June 2013

Diocesan Education Service,  
Don Bosco House,  
Coventry Road,  
Coleshill,  
B46 3EA

Mrs J Brock  
Headteacher  
Our Lady and St Kenelm's Catholic Primary School  
Bundle Hill  
Halesowen  
B63 4AR

Dear Mrs Brock

Section 48 Monitoring inspection: 21 May 2013

Thank you for the welcome you, your staff and pupils gave to me when I inspected your school on Tuesday 21 May 2013 and for the information you provided both before and during the inspection. I am grateful for the time given by all including the 3 governors and Father Bruce in speaking with me.

The inspection was a "light touch" monitoring inspection because your school was judged at the last section 5 inspection to be an outstanding school and because it is now five years or more since you last received a section 48 inspection.

The purpose of the inspection was to assess the quality of the school's self-evaluation and improvement planning for Catholic life and religious education. In order to make this judgement I read school documents, including a summative self-evaluation, interviewed senior leaders, 3 key governor representatives, you as subject leader for RE, a group of 10 pupils, 3 parents of Year 6 pupils, observed two lessons, and looked at a sample of pupils' written work. In addition, I gathered evidence of some of the outstanding practice in the school as part of a diocesan wide survey of good practice in Catholic life and religious education.

### **Catholic Life**

In the self-evaluation the school rightly judges all aspects of its Catholic life to be outstanding. This judgement is securely founded on rigorous processes for regular review, monitoring and evaluation. The outcomes are in turn analysed closely and incorporated into development planning. This ensures that there is a continuing drive for school improvement. There is a strong, collaborative approach to leadership, with effective working between the head and her deputy, the parish priest and governing body. At each of these levels of leadership, there is evidence of strong contributions to analysis and future planning that maintain a consistency and of purpose. The governing body provides evidence, documented and spoken, of its sustained support and challenge for the headteacher and the school: committees challenge progress indicated in her reports; there is a termly review meeting, supported by an outside adviser, of performance management; governors attend staff training and contribute to lesson observations; governors and the school leadership team have scheduled meetings to monitor and evaluate the Catholic life of the school. There is strong evidence of clear and regular opportunities, through minuted meetings, newsletters, parent and pupil questionnaires, and pupil representative meetings, for all stakeholders to be updated about, and to contribute to, the Catholic life. The family life programme, used throughout the school, strengthens and sustains, in a clearly demonstrable and evidenced way, both the faith of the children and their families.



There are daily opportunities for collective worship and prayer, all of which are of a very high order and demonstrate clear links with the liturgical calendar and contemporary concerns. Children have rich opportunities to be involved in the planning and leadership of a rich range of celebrations of their faith; opportunities which they clearly value. Parents and governors respond in good numbers to the open invitation to attend weekly Masses and bear strong witness to the inclusive strength of Catholic life within and beyond the school. The collaboration with Father Bruce is close and very effective. He supports the school in all celebrations, but also in classroom-based learning. He and the school leadership review regularly the school's faith life, which ensures its richness, breadth and inclusivity. The mission statement, to which so much of the school's life and routines are directly linked, is prominent throughout the school. Its significance to their daily lives is readily acknowledged and understood by the children, who speak with great sincerity, confidence and pride about their faith, their school and vocation.

## **Religious Education**

The RE co-ordinator is fully justified in her evaluation that provision and outcomes from the subject are outstanding. There is a strong database which feeds into planning at every level. It indicates that attainment and progress across the school are good or outstanding, and improved since last year. Outcomes are at least as good as literacy. There is a very secure process for baselining. Planning, review and evaluation are addressed collaboratively. Individual teachers, as part of their performance management, have one annual target relating directly to RE; these targets, in turn, correspond to targets agreed for the headteacher. They are kept under documented review throughout the year. This whole process is overseen by the link governor, who reports regularly to the governing body. Record-keeping, consultation and monitoring are rigorous, delivering strong attainment, progress and standards in RE. Teaching is of a very high order, and the 2 lessons observed validated the school's records of observations. They indicated both consolidated and new learning for all pupils. There is evidence of a thorough induction programme for new colleagues and encouragement to undertake professional development, of which they speak very highly. The classrooms are excellent spaces for learning, with displays to support the children and celebrate their work and faith. The children clearly enjoy their work in RE and gain enormously from it.

The family life programme, mentioned earlier, has been taken as the focus for a diocesan survey of best practice. It is delivered during normal classroom time and followed up at home; a spiral curriculum in each year which helps to explore and address key but sensitive issues through detailed planning and precisely targeted resources. It is a valuable enrichment to the carefully planned curriculum. There is an effective RE maintenance plan, including termly milestones for review and target evaluation, which is revisited regularly with documented monitoring outcomes.

In order to drive standards ever forward, there are 2 recommendations, both further developments of which the school is aware:

- review RE assessment procedures to ensure they are as rigorous as possible and strengthen planning for next steps
- explore ways to develop further support for vocations and links with the wider world community

Yours sincerely

Paul Nutt  
Diocesan Inspector