



Archdiocese of Birmingham

Section 48 Inspection Report

OUR LADY OF THE WAYSIDE CATHOLIC PRIMARY SCHOOL

Stratford Road, Shirley, Solihull, B90 4AY

Inspection dates:

3rd & 4th July 2018

Lead Inspector:

Dominic Collins

OVERALL EFFECTIVENESS:

Outstanding

Catholic Life:

Outstanding

Religious Education:

Outstanding

Collective Worship:

Outstanding

Overall effectiveness at previous inspection:

Good

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

- Catholic Life, Religious Education and Collective Worship are outstanding. The school has successfully developed a comprehensive infrastructure of Catholic Life with Christ at the Centre.
- The headteacher provides inspirational leadership and sets high standards and expectations for all members of the school community.
- The school is very well supported by knowledgeable and committed governors. They work in unison with school leaders and a dedicated staff team to provide the very best outcomes for all pupils. Chaplaincy support is highly effective in supporting the whole community.
- Catholic Life and Religious Education is firmly centred in the school's mission and significantly shapes pupils morally and spiritually.
- Pupils are proud of their school and their Catholic identity. They take an active role in leading and promoting its mission.
- All staff are exemplary role models. They know the pupils well and exercise a high level of pastoral care to ensure that each one is fully integrated into the school community.
- Pupils make excellent progress in their Religious Education because teaching is consistently very effective.
- Pupils enjoy coming to school. They are happy, confident learners and they are able to thrive in a secure, harmonious environment.

FULL REPORT**What does the school need to do to improve further?**

- Develop the role of the pupil Religious Education council throughout the school.
- Further develop the opportunities for pupils to learn about other faiths and cultures to broaden their knowledge and understanding.
- Embed systems for governors' monitoring and evaluation of Catholic Life and Collective Worship.

THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school.	Outstanding
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	Outstanding
The quality of provision for the Catholic Life of the school.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.	Outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school.**The quality of provision for the Catholic Life of the school.**

- The Catholic Life of Our Lady of the Wayside School is outstanding.
- The school leaders have successfully developed a secure infrastructure of Catholic community with Christ at the centre. Pupils thrive here and are able to grow in their faith and reach their full potential.
- The outstanding Catholic ethos permeates all areas of school life. This is reflected in the positive attitudes of pupils, the high level of support and care given by all staff and the clear spiritual direction of its leadership.
- This is a happy, welcoming and inclusive school, where every pupil is valued and fully integrated into the school community.
- The prominent guidance of the school mission is a clear and inspiring expression of the educational mission of the Church.
- Pupils understand and live the school mission, 'Learning and growing together rooted in Christ'. They are able to speak knowledgeably about how to apply the Gospel values in our daily lives. Consequently, pupils respond maturely to the school ethos that is centred around the principles of its mission. They know how much they are valued and understand the consequences of their own actions and the effect this may have on those around them.
- Relationships, built upon mutual respect, are excellent. Pupils are taught the importance of reconciliation and forgiveness, both in their Religious Education lessons and through their own experience. They recognise that we are all made in the image and likeness of Christ and understand the need to show love and compassion for our neighbour.
- The pupils are excellent ambassadors for the strong Catholic identity of their school. They are bright and cheerful and conduct themselves around the school in an orderly and relaxed manner.
- Pupils interact well together and show kindness and respect towards one another. For example, meal times and playground activities are happy, social

gatherings where pupils enjoy the company of their friends.

- In accordance with its mission, the school gives close attention to the development of each pupil and systems are in place to support their individual needs. As a result, the extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils speak with pride about their school and eagerly declare how much they enjoy coming. "...we make lots of friends, ... teachers always listen to us, ... we are a family, ... this is a school full of opportunities." Pupil questionnaires confirm how they are highly stimulated by a rich, exciting curriculum within an atmosphere of love, trust and security.
- Pupils are active participants in the Catholic Life and mission of the school. Where appropriate, they are able to engage in a variety of responsibilities, such as leading worship, serving at Mass, presenting assemblies and organising fundraising initiatives for charitable causes. These duties are undertaken with confidence and enthusiasm.
- Promoting awareness of the needs of others, in school and the wider community, has a high priority in the life of the school. As a result, pupils have a sound understanding of the importance of justice and peace.
- Pupils make a valuable contribution to the evaluation of the school's Catholic Life. Through well-structured questionnaires and various opportunities, they are able to discuss aspects of school life.
- Their perceptive suggestions are encouraged and actioned where appropriate. Consequently, pupils feel valued and this does much to develop their confidence, character and self-esteem.
- The school is successful in being an active Catholic community of love and service, where all are encouraged to recognise and use the special gifts of God within us.
- Pupils have a clear understanding of what it means to have a personal vocation and they readily respond to appeals in support of national and local charities. In this way, pupils become engaged in their faith, in the knowledge that their prayers and actions have a profound impact on the lives of others.
- An example of their resolve is reflected in the school Mini Vinnies Fairtrade Friday project. This is led by upper key stage 2 pupils and represents an ongoing awareness of living the school mission and its relevance in our world today.
- Staff also join the pupils in being active witnesses to their faith through the work of The Homeless Project and St Chad's Sanctuary.
- In addition to the informative display relating to the work of the Mini Vinnies, there is a prominent focus to stimulate pupils in their personal vocation. During a discussion, a pupil explained, "Faith is not a destination, it is a journey."
- The staff are a dedicated and highly effective team. They demonstrate a total commitment to promoting the Catholic Life of the school, which is strongly led by the headteacher and successfully implemented by their enthusiasm and mutual support.
- All staff and governors have the opportunity to share a retreat day, with a focus on maintaining and developing the Catholic Life of the school. This has supported staff to be exemplary role models, promoting the Gospel values and fostering a happy, vibrant community.
- Staff and pupils speak highly of the school and celebrate successes and achievements with pride.
- A major strength of the school is the high level of pastoral care for pupils. Clear policies, based upon promoting good relationships are consistently

applied, allowing everyone to enjoy 'learning and growing together' in an effective and considerate manner. A culture of mutual respect is evident throughout the school.

- The pastoral needs of staff are also recognised, and support is put into place when needed.
- Relationships and sex education is taught formally in Year 5 and 6 using diocesan approved resources.
- The school fosters excellent partnerships with parents and carers, who speak warmly of their family relationship with school, through the welcome they always receive and the care, support and encouragement their children enjoy each day.
- Parents and carers take an active role in the life of the school and they are kept fully informed of school events and liturgical celebrations. These opportunities are welcomed and well supported.
- Parents and carers are invited to express their views informally and through questionnaires about Catholic Life in response to their visits to school. Outcomes are collated by the Religious Education leader, then shared and evaluated by staff and governors.
- The school is an integral part of the parish community and strong links have been established. The school and parish work closely in a variety of ways, such as the Mini Vinnies, Fairtrade Friday and the Knit and Knatter group.
- Chaplaincy provision for the school is exemplary. The parish priest and deacon are regular visitors and they have established an effective partnership with all the staff and pupils. They meet with school leaders to plan Collective Worship and sacramental preparations as well as sharing evaluation outcomes. Their valuable support and guidance in developing the Catholic Life of the school is much appreciated by all stakeholders.
- In order to enhance pupils understanding and awareness of other faiths and cultures, the school provides opportunities for them to visit places of worship in order to acknowledge, respect and value other faith traditions. Informative displays of pupils' work confirm the success and enjoyment of these experiences.
- In order to further develop pupils' cultural understanding, the school is currently in the early stages of a 'Let's be Friends' project, through the Mini Vinnies. Plans are already underway to create a school link with St Mary's Trust in India.
- Celebration of the sacraments is central to the school's Catholic Life. The school has personalised an excellent programme of preparation that has a focus of family commitment and involvement throughout. A retreat day is arranged at Alton Castle for the families of First Holy Communicants. Confirmation candidates visit St Chad's Cathedral and also share a retreat to reflect and pray together.
- Catholic Life is enriched by opportunities for pupils to benefit from and contribute to a variety of high quality religious experiences. For example, retreats and visits to places of Catholic heritage, school celebrations of worship, the May procession and focus on the month of Our Lady all have had a significant spiritual impact on the school.

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.

- Leaders and governors share a strong commitment to the Church's mission in education and they are very successful in promoting and developing the

Catholic Life of the school.

- The headteacher provides inspirational leadership and sets high standards for all members of the school community.
- All staff, governors and chaplaincy are dedicated to providing the best possible Catholic education for all pupils and this unity forms a powerful combination. Consequently, the promotion and evaluation of Catholic Life as a shared responsibility is very successful.
- Governors know the school well, through their frequent visits, and they regard monitoring its Catholicity and spiritual direction as their highest priority. They have a thorough understanding of how the school witnesses to Christ. As a result, they are able to fulfil their duties and responsibilities very well.
- Leaders and governors are highly ambitious for the future development of the school. They are constantly seeking ways to improve provision of its Catholic Life.
- Central to all areas of the school's Catholic Life is the guidance given through its mission, this serves as a reference for all self-evaluation and quality assurance.
- Systems used by the school for monitoring and evaluating the impact of Catholic Life provision are well developed. As a result of their rigorous and regular application, leaders have a secure and accurate understanding of the school's strengths and areas for development.
- The pupil Religious Education council assists school leaders in the monitoring and evaluation of the Catholic Life, Religious Education and Collective Worship of the school. The school is rightly looking to embed this monitoring role of pupils further.
- Governors and the Religious Education leadership meet together during a dedicated school improvement day. They use the previous year's self-evaluation process to discuss and review areas of Catholic Life. This review then shapes an improvement plan. This practical and informative plan defines agreed actions and related success criteria.
- As planning reviews are conducted regularly by the school leadership, any intermediate actions required are implemented quickly. Consequently, improvements are rapid.
- Governors are fully involved in the development of Catholic Life and they ensure that agreed planning is adequately funded and resourced to support identified objectives.
- All school policies are annually reviewed to ensure the Catholicity of the school is implicit in its documentation.
- Governors recognise the importance of ensuring that ongoing professional development is provided to maintain their effective governance and the needs of all staff, pupils and whole school priorities.
- All new staff are fully inducted into their roles and responsibilities in the Catholic Life of the school. They receive excellent guidance and support from the Religious Education leader.
- Parents are kept well informed about all aspects of the Catholic Life of the school through weekly newsletters. They are encouraged to share their views through the completion of an annual Catholic Life questionnaire.

RELIGIOUS EDUCATION

The quality of Religious Education.	Outstanding
How well pupils achieve and enjoy their learning in Religious Education.	Outstanding
The quality of teaching, learning and assessment in Religious Education.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	Outstanding

How well pupils achieve and enjoy their learning in Religious Education. The quality of teaching, learning and assessment in Religious Education.

- School self-evaluation is accurate in its judgement that almost all pupils make consistently good progress in their Religious Education throughout the school with many exceeding expectations.
- The systems used for monitoring and evaluating the school's work in Religious Education are effective and give a clear and reliable insight into the quality of provision and the impact of teaching on pupils learning. Consequently, any variations in the progress of different groups are quickly identified and addressed.
- Teachers plan and deliver well balanced Religious Education lessons. They have high expectations of the pupils and are confident in their own subject knowledge. They employ a wide range of teaching strategies, which include excellent questioning techniques to challenge pupils and deepen their thinking skills.
- An excellent variety of resources, including ICT, are used to make lessons interesting and fully engage all pupils. They respond enthusiastically to the exciting range of tasks, questions, opportunities to collaborate, offer opinions and consider those of others. Consequently, the quality of teaching and learning in Religious Education, is consistently good and is more often outstanding.
- Learning is further enhanced by the outstanding quality of relationships throughout the school. Behaviour during lessons is exemplary.
- Pupils have developed a very positive attitude to learning. They are highly motivated, display an excellent work ethic and are eager to achieve.
- The Religious Education curriculum complies fully with diocesan requirements. Through carefully chosen tasks and learning routes, it is successfully adapted to meet the needs of all pupils. Support is in place for pupils who join the school from a non-faith background.
- As a result of self-evaluation, guidance is given by the very effective classroom support staff, who are a reassuring presence for those pupils who benefit from a programme of more targeted support. More able pupils are encouraged to tackle higher level challenges and work more independently.
- Marking of pupils' work is personal and progressive. Pupils receive very good quality feedback about how to improve further.
- The tracking of pupil progress is very effective and is an outstanding strength of the school. This is due to a culture that has been embedded by the Religious Education leadership, where all staff are alert to identifying the progress of individual pupils and providing appropriate interventions when required.

- The meticulous analysis of assessment tracking data shows a continuous improvement across each key stage. By the end of key stage 2, evidence of pupils' work, knowledge and understanding, rapidly develops in maturity, quality and presentation.
- Pupils are happy, confident learners and they clearly enjoy their Religious Education lessons. The quality of work in their books is very impressive and they are justifiably proud of their achievements.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference.
- The school has personalised a comprehensive Religious Education Policy, that is shared, understood and practised by all members of the school community.
- Religious Education has full parity with other core curriculum subjects in regard to staff professional development opportunities, resourcing and the required amount of curriculum time.
- Religious Education is exceptionally well managed by the subject leader, who provides a high level of support to staff in the delivery of the curriculum. Fully supported by the headteacher, she leads a dedicated Religious Education improvement team. Together, they operate an extremely effective collegiate model of management, in monitoring and raising standards throughout the school.
- Outcomes from the previous diocesan inspection have been addressed. School leaders have developed a thorough approach to the monitoring of Religious Education. This has been devised by the subject leader and is well supported by the improvement team.
- A focused monitoring cycle for Religious Education is embedded in the school. This includes observations of religious education lessons, scrutiny of pupils' work, learning walks and analysis of data. This rigorous monitoring and evaluation directly informs improvement planning.
- Systems used by the school for tracking pupils' attainment and progress are thorough and very effective. Assessments are made against all aspects of the diocesan curriculum strategy. As a result of this broad range of data, analysis of individual pupil profiles accurately measures their improvement.
- In January 2018, the school introduced a chaplaincy programme, led by the parish deacon/link governor. This programme takes the form of a series of weekly sessions, initially with pupils who are preparing to receive the sacraments. Those sessions have a particular focus on developing their higher order thinking skills.
- This provision is a very valuable support to broaden the Religious Education curriculum. It has made a very positive impact on the pupils who respond with a mature enthusiasm to these opportunities to discuss aspects of their faith.
- Governors have a firm oversight of Religious Education through detailed reports from the headteacher, subject leader and link governor. They have a clear understanding about the strengths and priorities for development. In addition, governors visit the school regularly. The link governor meets with the leadership to discuss evaluations of monitoring. Consequently, governors have an informed understanding of the quality of Religious Education provision and the impact it has on pupils' learning.

COLLECTIVE WORSHIP

The quality of Collective Worship.	Outstanding
How well pupils respond to and participate in the school's Collective Worship.	Outstanding
The quality of Collective Worship provided by the school.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	Outstanding

How well pupils respond to and participate in the school's Collective Worship.**The quality of Collective Worship provided by the school.**

- Provision for Collective Worship is central to the life of the school. Staff and pupils pray together daily and there are many opportunities for pupils to experience different types of prayer, worship and reflection.
- Pupils' response to Collective Worship is exemplary. They participate with reverence and enthusiasm because they understand the importance it has in our daily lives.
- Pupils are proud of their Catholic identity, they are at ease when praying and clearly enjoy opportunities for discussion and reflection. They are confident to share their own prayers and petitions with their peers within a group, class or school assembly setting.
- As well as their secure knowledge of traditional prayers, pupils understand that prayer has a variety of purposes and can take different forms.
- Pupils are guided to plan and lead prayer and they do so with enthusiasm and a significant degree of independence.
- Pupils are continually inspired by the example and commitment of all members of staff, who ensure that prayer and worship is conducted in a calm, reflective atmosphere.
- The school has a dedicated prayer room, which is prominently located, enabling pupils and staff to reflect and pray. In addition, the school staff have also created a beautiful prayer garden. This provides an additional, peaceful environment, for families and class groups to use.
- Parents are invited into school on a weekly basis to join their children in class for the end of day prayers. This time of prayer is planned and led by pupils.
- The whole school environment reflects its strong Catholic identity. In addition to a variety of high quality religious displays around the school, written and pictorial evidence relating to all aspects of Catholic Life and Collective Worship are also prominently featured in each classroom prayer area.
- Each class has a beautifully presented journal that depicts the joyful faith journey of pupils at Our Lady and the Wayside School, which they are proud to share.
- Celebration of the Eucharist is given the highest priority. Each week, a class or year group leads Mass for the whole school or a phase group. The pupils take an active part at Mass through reading, singing and playing musical instruments.
- Pupils participate in weekly hymn practice, where they learn Mass responses and sing both traditional and modern hymns.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

- Collective Worship is very well organised and planned by the Religious Education leaders and parish priest.
- All Collective Worship has a clear purpose, message and direction. There is a comprehensive timetable of themes for Masses and assemblies. These themes reflect the liturgical calendar and ensure pupils develop an understanding of the Church's seasons and feasts.
- Staff are exemplary role models and guide pupils in Collective Worship. They receive excellent support from the school leadership and chaplaincy. They also have opportunities for professional development to enhance the planning and delivery of Collective Worship. A number of staff serve as Eucharistic Ministers.
- Governors are very supportive of the school and regularly attend Masses, assemblies and prayer services.
- The development of Collective Worship is a continuous focus for the school. Leaders have developed a broad range of formal and informal systems for monitoring provision and impact involving staff, governors, pupils and parents.
- The well documented evaluations of liturgies and Masses show that the quality and consistency of Collective Worship is excellent.
- The response of parents to the Collective Worship survey is very positive. It is clear that they admire and appreciate the quality of the preparation and the outcomes for their children.
- School leaders seek the opinions of parents and carers. The evaluation of this monitoring, and any following actions as result of parents' and carers' opinions, is then reported back to all parents and carers.
- The conclusions drawn from all monitoring and evaluation outcomes are shared with all staff and governors and are used to inform future planning.

SCHOOL DETAILS

Unique reference number	104098
Local authority	Solihull
<i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Voluntary Aided
Age range	3-11 years
Gender of pupils	Mixed
Number of pupils on roll	466
Appropriate authority	The governing body
Chair	Paul Bentley
Headteacher	Ben Taylor
Telephone number	0121 744 6852
Website address	www.ol-wayside.solihull.sch.uk
Email address	office@ol-wayside.solihull.sch.uk
Date of previous inspection	3 rd July 2013

INFORMATION ABOUT THIS SCHOOL

- Our Lady of the Wayside is a two-form entry Catholic Primary School with a 44 place Nursery.
- The school serves the parish of Our Lady of the Wayside in the community of Shirley, Solihull. The school shares a site with the parish church.
- The percentage of Catholic pupils is currently 98.5%.
- The percentage of pupils from disadvantaged backgrounds is below the national average.
- The percentage of pupils with special educational needs and/or disabilities is below the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with English as an additional language is below the national average.
- Attainment on entry is in line with the national average.
- The school underwent a major refurbishment programme in 2013, that included the addition of 4 new classrooms. Outside facilities include a prayer garden, a woodland area and a school playing field.
- Since the last inspection, the current headteacher was appointed in 2014, following the retirement of the previous headteacher.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors, Dominic Collins and Louise Bury.
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching in eight Religious Education lessons to evaluate the quality of teaching, learning and assessment. Some of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the chair of governors, the Catholic Life link governor, the headteacher, the Religious Education subject leader, parish priest, parish deacon and parents.
- The inspectors attended key stage and class Collective Worship and undertook a learning walk to look at aspects of learning and teaching in Religious Education, 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, Analyse School Performance (ASP) data, the school development plan, the Religious Education action plan, teachers' planning and learning journals.