



Archdiocese of Birmingham

INSPECTION REPORT

MARYVALE CATHOLIC PRIMARY SCHOOL

Old Oscott Hill, Kingstanding, Birmingham, B44 9AG

Inspection dates 23rd - 24th June 2015
Reporting Inspector Mr Dominic Collins

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Voluntary aided
Age range of pupils	3-11 years
Number on roll	221
Appropriate authority	The Governing Body
Chair of Governors	Mrs Anne Marie Butler
Telephone number	0121 6751434
E-mail address	enquiry@maryvale.bham.sch.uk
Date of previous inspection	May 2010
DFE School Number	330/3322
Unique Reference Number	103426

Headteacher Mrs Catherine Dalzell

Previous inspection:	2
This inspection:	1

DIOCESAN EDUCATION SERVICE



Evidence

- The inspection was carried out by 1 Diocesan Inspector.
- The focus of the inspection was on the effectiveness and use of the school's self evaluation of religious education (RE) and Catholic life.
- To validate the effectiveness of the school's self-evaluation of teaching and learning, the inspector observed 2 full and 1 part RE lessons with the headteacher.
- The inspector completed a work scrutiny and held discussions with pupils, including the pupil spiritual council, to evaluate the impact of teaching and their learning over time.
- Meetings were held with the headteacher and deputy headteacher, RE leader, the chair of governors, RE link governor and members of the curriculum committee of governors and parish priest.
- The inspector observed 3 examples of collective worship, a whole school Mass, and undertook a learning walk with the headteacher to look at aspects of learning and teaching in RE, the presentation of the Catholic life of the school and pupil behaviour.
- Other documents such as RAISEonline, the development plan, teachers' planning, and learning journals were read alongside the self evaluation.

Information about the school

- Maryvale is a smaller than average Catholic primary school serving the parish of Our Lady of the Assumption in Kingstanding.
- The parish is in an area of significant deprivation.
- The number of Catholic pupils is currently 68%.
- The proportion of ethnic minority pupils is 29%.
- The number of pupils eligible for free school meals is above average as are the numbers with special needs and/or disabilities.
- Attainment on entry is below the national average overall.
- Since the last Diocesan inspection 2010, there have been some significant changes of staff, including the headteacher who, from her appointment in September 2013, also shares the RE leadership overall.
- New appointments also include 4 members of teaching staff, 3 governors and an associate member appointed to the governing body.
- The new school leadership and governors have worked in unison to effect a range of improvements that include: the introduction of a new curriculum framework, the implementation of systems to assess and track pupil progress and attainment, and a well focused school improvement and development plan. As a result of these initiatives, the school was graded as good in the recent section 5 inspection in February 2015.

Main Findings

- Maryvale School's self evaluation judges the quality of its Catholic life and collective worship as outstanding. This judgement is accurate and fully justified because there is comprehensive evidence to support its reliability based upon the broad range of effective monitoring and evaluation processes that are in place.
- Maryvale is a fully inclusive Catholic school where pupils make a very positive contribution to its outstanding Catholic life and benefit greatly from it.
- Strong directional leadership and well planned effective teaching in RE ensures pupils make excellent progress in their faith journey.
- Improvement planning is well focused and prioritised as a result of accurate monitoring and evaluation outcomes.
- Maryvale School has a strong Catholic identity and is very well supported by the governing body who work closely with the school leadership in the ongoing evaluation of its Catholic life and RE provision.

School self evaluation

Catholic Life and Collective Worship

- The school leadership is able to present compelling evidence to support a judgement that self evaluation of the Catholic life and Religious Education at Maryvale School is outstanding.
- The accuracy of self evaluation is perceived by the school as an essential foundation to support its drive towards continuous school improvement and consequently has successfully developed highly effective systems upon which school self evaluation is securely based.
- Central to all areas of Catholic life is guidance given through the school mission statement that is shared, practised and understood by the school community and serves as a reference for self evaluation and quality assurance.
- Evidence of the quality of systems and processes used by the school present a thorough, well organised, structured cycle of formal and informal opportunities for seeking the views of pupils, staff, governors and parents. It is evident that this collaborative approach to evaluation is an embedded culture within the school that is shared and consistently applied.
- The school leadership is deeply committed to the Church's mission in education and, as a consequence of establishing a systematic whole school approach to evaluation, is extremely successful in promoting its continuing development.
- Governors are successful in promoting the Catholic life of the school and are fully involved in the self evaluation process. They receive regular reports from senior leaders, of progress made in areas prioritised in improvement planning.
- The RE link governor is a regular visitor to the school and meets with the headteacher on a weekly basis in order to discuss Catholic life and related areas of curricular enrichment.

- Senior leaders conduct an annual Catholic life audit, the outcomes of which form the basis of a comprehensive improvement plan that is broken down into specific areas of focus.
- Staff inset is planned around the key priorities for RE and the Catholic life of the school.
- In order to extend opportunities for pupils to broaden their religious experiences and for all staff to share good practice, Maryvale School collaborates with three local Catholic schools and together share a joint improvement plan to enhance Catholic life collectively.
- The views of pupils are encouraged and make a valuable contribution to the evaluation process. In addition to representative views of the school council, the pupil spiritual council considers areas of Catholic life, practice and development. They are very enthusiastic and take on their responsibilities with immense pride.
- All pupils are invited to contribute to Catholic life evaluation by completing well structured questionnaires. As a result school leaders are able to evaluate the extent pupils benefit from and participate in the Catholic life and mission of the school.
- Parents are kept well informed and receive regular information from the school. They are invited to express their views informally and also through questionnaires about Catholic life in response to school visits for assemblies, school Masses and inspire workshops. Outcomes are collated, shared and evaluated.
- Monitoring of prayer and collective worship is well developed and judged by the school to be outstanding. This judgement is fully justified due to the highly effective measures that are established to evaluate its quality and impact.
- Regular prayer audits are conducted by staff, who encourage pupils to organise and lead their own collective worship.
- Opportunities are created for pupils to contribute to the evaluation of prayer. Pupils' responses to Mass evaluations are thoughtful and reflective.
- The development of Catholic life and collective worship is a continuous focus and, because such a broad dimension of highly effective monitoring processes are embedded and consistently applied, it is an extremely positive strength of the school.

Governance

- Governors know the school well and they perceive monitoring its Catholicity and spiritual direction as their key priority.
- There is clear evidence that governors are fully involved in all aspects of school life and make a significant contribution to the self evaluation process.
- Governors are well organised and supportive of the school. Through frequent visits to the school and receiving detailed termly reports from the RE link governor and headteacher, they are well informed and highly effective in their role.
- Governors have a thorough understanding of how the school witnesses to Christ. Consequently they are able to fulfil their responsibilities and provide knowledgeable support by holding the leadership to account for sustaining and improving the Catholic life of the school.

- Through an excellent partnership the RE link governor and parish priest have established with the school leadership, governors are able to monitor the quality of curriculum planning, RE teaching and learning and the impact of overall provision.
- Governors monitor all school policies regularly to ensure the Catholicity of the school is implicit in its documentation. The school mission statement is reviewed annually by staff and governors. They conduct a termly review of the school Catholic life in collaboration with the senior leadership team. Outcomes of learning walks and examination of pupils' work in RE that they carry out are also evaluated.
- Governors recognise the importance of ensuring that ongoing professional development is provided to maintain their effective governance and the needs of staff, pupils and whole school priorities.

Religious Education

- The school accurately judges that pupils make good progress in RE throughout the school and at the end of each key stage a significant number are achieving above diocesan expectations. Evidence from the inspection confirms this view is reliable and fully justified.
- This judgement is based on the outcomes of a variety of formal and informal processes used by the subject leadership to monitor provision and outcomes. In view of their high quality and effectiveness, these well structured systems give a clear and reliable insight into the quality of RE provision and the impact on teaching and learning.
- The school is successful in the practice of evaluation because it is directly centred on sharing outcomes and agreeing appropriate actions to address those areas identified as being in need of review and development that are used to inform the school improvement plan.
- The school is alert to the need for the regular review of systems used to monitor quality assurance in RE and this is an ongoing work in progress to ensure evaluation processes are fit for purpose.
- In response to recommendations raised in the last inspection, under the new leadership, these issues have been addressed and the school has moved forward effectively, evidenced by a rapid momentum of improvement.
- Systems and processes used for monitoring and evaluating the school's work in RE have been thoroughly reviewed.
- Inspection evidence confirms that all monitoring in RE is linked to school improvement priorities, is extremely well focused and effected through: observations, book trawls, planning scrutiny, learning walks and pupil voice.
- Using diocesan guidance, the school has personalised and firmly embedded a practical and informative assessment system to ensure that pupil progress and attainment is monitored accurately and there is a clear correlation to match teaching, quality of pupils' work and data.
- The RE curriculum follows the diocesan curriculum strategy and the school leadership gives close attention to monitoring and evaluating the quality of planning and strategies used to teach the key elements.

- The quality of teaching is monitored by the headteacher to maintain the high standards expected in RE and written feedback of lessons observations is shared in a supportive and professional manner. Where class teachers are not Catholic, a Catholic teacher leads RE lessons in that class.
- These high quality systems are consistently and rigorously applied and it is evident that a culture of evaluation is established throughout the school.

Overall effectiveness of the school¹

- Progress of pupils relative to the evidence of baseline assessments on entry is generally very good. A high proportion of pupils enter the Foundation Stage at low levels of attainment in RE.
- Pupil tracking and evidence of assessment data, reveals a profile of rapid and consistent progress in their knowledge and understanding of the faith. By the end of Key Stage 2 evidence shows a significant rise in attainment, reflecting the effective systems the school employs to monitor and evaluate the quality of RE provision.
- The presentation, content and consistent high quality of pupils' work in RE, reflects a maturing knowledge of the Gospel values, their positive attitudes and excellent work ethic.
- Detailed monitoring records show a consistent pattern of good and outstanding teaching in RE over time. The high quality of RE teaching is characterised by focused planning, excellent use of resources and stimulating, well matched activities that make lessons interesting and enjoyable.
- Learning is enhanced by the outstanding quality of relationships at every level throughout the school and the excellent guidance given by classroom support staff, both of which enable all pupils to engage fully.
- The RE curriculum is carefully planned, well resourced, and regularly monitored to ensure full coverage of the diocesan programme. RE lessons are taught by skilled practitioners who communicate their faith through their enthusiasm and sound subject knowledge.
- The extent to which attention is given to rigorous daily monitoring of the 'every child matters' agenda, characterises the commitment of the school leadership to addressing the principles that define its mission and ensures all pupils maintain the school's high expectations of them. It is evident this has significantly influenced the outstanding school ethos.
- Prayer and worship are well developed and underpin the Catholic life of the school. Pupils are at ease when praying and they clearly enjoy the many opportunities they have to plan and lead collective worship.
- School leaders are passionate about providing the very best Catholic education for all pupils and are constantly seeking ways to improve provision. This vision is shared by a dedicated staff team who place the spiritual and moral development of the pupils as their highest priority.

¹ As the quality of the school self evaluation has been affirmed, the judgements in this section of the report conform to those of the school.

- The ongoing cycle and structure of systems used for school evaluation is exceptionally well planned and managed by the headteacher. Each evaluation made from monitoring outcomes, is supported by clear, agreed criteria evidence.
- In view of the outstanding quality of self evaluation the capacity for the school to improve further is excellent. The clear, directional guidance of the school leadership, committed, enthusiastic staff and supportive challenging governors, form a powerful combination with a shared vision and passion to drive the school forward.

Recommendations

Inspection confirms that the school has firmly established effective processes for monitoring and evaluating its Catholic life and religious education provision. Areas for further development have been accurately identified and form the basis of a comprehensive action plan. No further recommendations are required.