



Archdiocese of Birmingham

Section 48 Inspection

OUR LADY OF FATIMA CATHOLIC PRIMARY SCHOOL **Part of the Saint Nicholas Owen Catholic Multi-Academy** **Company**

Winchfield Drive, Harborne, Birmingham B17 8TR

Inspection date	10-11 October 2016
Reporting Inspector	Paul Nutt

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Academy
Age range of pupils	4-11 years
Number on roll	210
Appropriate authority	Board of Directors
Chair of the Academy Committee	Dr Lorraine Cemm
E-mail address	enquiry@olfatima.bham.sch.uk
Date of previous inspection	19-20 September 2011
DFE School Number	330 3374
Unique Reference Number	141484

Headteacher	Mrs C. van Vliet
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Previous inspection:	1
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This inspection:	1
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DIOCESAN EDUCATION SERVICE



MAKING CHRIST KNOWN TODAY

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 4 RE lessons to evaluate the quality of teaching, learning and assessment. All of these lessons were conducted jointly with senior leaders.
- 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 the Directors of the Multi Academy Company (MAC), Chair of the Academy Committee and RE link governor, the headteacher, the subject leader with the data manager, the parish priest, and the school council.
- The inspectors attended whole school worship and class-based worship in 2 classes, 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' achievement and progress, RAISEonline, the development plan, teachers' planning, and records of Catholic life events.

Information about the school

- Our Lady of Fatima is a one-form entry school situated in Harborne, serving the parish of Our Lady of Fatima, Quinton
- The number of children from ethnic minority groups is above average for schools in similar geographic areas
- The number of Catholic pupils is currently 98%.
- The proportion of pupils who are supported through pupil premium is below the local and national average
- The majority of children enter the school with lower than expected levels of knowledge and practice of the faith
- There have been significant changes since the last inspection: the school became an academy in October 2014; new head and deputy head teachers were appointed through internal promotion in September 2014; a new RE Coordinator was appointed in January 2015

Main Findings

- The Catholic life of the school is outstanding and continually under review, providing an ideal environment for all to develop in faith
- Collective worship is a strong, integral part of the life of the school; pupils are encouraged to prepare and take an active part at all levels, which many do
- Provision for, and outcomes from RE are secure; teaching, planning and assessment procedures all contribute to the engagement, progress and attainment for all pupils, and a recommendation in the last report has been addressed and implemented to very good effect
- Strong and dynamic leadership is evident in all areas of the school; individuals demonstrate their personal commitment to the faith, and there is a collective drive towards continually improving on previous best in all areas of school life

THE CATHOLIC LIFE OF THE SCHOOL

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

- Catholic life at Our Lady of Fatima is outstanding and inclusive, with prominence given to Catholic values, and to the mission statements both of the school and the MAC
- There are prayer corners in each teaching area, and in other key places around the school; artefacts and statues; holy water stoups; a Door of Mercy; holy areas for each key stage; a wealth of attractive resources that engages pupils' interests and enhances their understanding
- The prayer life of the school is excellent and beneficial to all pupils, individually and collectively; each year group has its own prayer book; all classes share prayer and silent reflection at important times of the day; pupils are encouraged to write and share prayers for personal intentions; excellent use is made of prayer bags, whose value is acknowledged by many families
- Building upon its last report, the school has sought to develop all pupils' skills in independently planning and leading collective worship. There is evidence, some observed during the inspection, that many pupils embrace the opportunities presented; the school continues to develop this important aspect of worship
- The pupils' sense of vocation, what God wants them to be, is outstanding, a striking feature of the school's Catholic life. They are able, and willing, to talk freely about their faith and its importance in their own lives. This reflects the school's identification of vocation as a continuing area for development
- Behaviour around the school is exemplary, with high expectations and appropriate attitudes demonstrated by all staff. The children initiate and respond with great enthusiasm to their lives here and the many opportunities it offers
- Spiritual and moral development is a priority in school; there is an all-encompassing ethos which values all equally, and to which all pupils respond with generosity and understanding
- The school mission statement, "we welcome everyone into our community to live, love and learn together in the light and example of Jesus Christ", is at the centre of so many aspects of life in the school; there are many excellent examples of charitable works, some demonstrated, and acknowledged by CAFOD, in the whole-school worship
- There are many extra-curricular and out-of-school opportunities: these include retreats and visits, including to Alton Castle and places of worship in other faiths, and a range of clubs, for example altar servers' club and liturgy group. The pupils discuss readily the valuable learning experiences and enjoyment these afford and express gratitude for them
- There are established links between the school, parents and the church, in spite of the distance between the parish church and the school. These provide a sound basis for exciting new developments envisaged by the recently-arrived parish priest.

LEADERSHIP

Leadership of Catholic life and Collective Worship

- Our Lady of Fatima is strongly led by the dynamic and faith-filled personal example of the headteacher. She is totally committed to the school, and she sets very high levels for everyone within the school family to aspire to
- All staff respond with dedication and enthusiasm to her example, so that the distributed leadership works very effectively in all areas of the school
- Relationships within the MAC are good: Our Lady of Fatima works closely with the other schools towards agreed outcomes, whilst retaining its own identity, ethos and pursuit of continual improvement on previous best
- The close monitoring of Catholic life, identified in the last inspection, has been developed and refined by school leadership; results of learning walks, formal and less formal observations are shared with staff, individually and collectively; procedures are in place to evaluate impact towards school improvement
- Effective processes and procedures are in place for the governing body which ensures that they offer both support and challenge. They visit school regularly, where they feel very welcome, and meet regularly with school leaders; they have a sound understanding of life at Our Lady of Fatima
- The celebration of whole school Masses usually takes place at school owing to the geographical distance between the parish church and Our Lady of Fatima School. However, initial suggestions by the recently arrived parish priest could help to increase their frequency, further opportunities for collective worship and engagement of parents and families

RELIGIOUS EDUCATION

Leadership, outcomes from and provision for religious education

- Religious Education is strong in school: the subject is very well led by a coordinator who provides outstanding example and support to ensure that teaching is at least good at all times and sometimes outstanding; progress is strong, within and across both key stages; outcomes for pupils at the end of Key Stage 2 compare favourably with English.
- RE is strongly and effectively led by the coordinator; she works tirelessly and by excellent personal example to support and challenge colleagues towards optimum pupil progress and outcomes
- There is close collaboration between the coordinator and link governor, herself a former coordinator: this ensures that governance challenges provision and outcomes; that governors are kept informed of ongoing progress and outcomes; that the school is supported in its work and successes; that areas for development are continually under review
- As recommended in the last report, the school has embedded a consistent use of assessment and tracking data across all classes. Half-termly monitoring ensures high standards are maintained, outcomes are discussed in staff meetings or with individual colleagues as appropriate. Impact of agreed recommendations are evaluated to agreed timescales
- The secure use of established procedures and processes informs planning, particularly lesson objectives, which both meet and challenge all pupils'

abilities through relevant engagement and interest. A set of RE “non-negotiables” has been developed to which all staff adhere

- Baseline assessments indicate knowledge and understanding for the majority of children on entry to the school is lower than expected levels. However, records indicate that, by the end of the year, progress is accelerated and has closed the gap for most pupils. This quality of progress is sustained year on year so that attainment is above diocesan expectations and for many pupils well above, by the end of Key Stage 2. Standards in RE written work are in line with English
- Teaching is secure and carefully planned. The lessons seen revealed close agreement with internal evaluations over time and evidence of internal observations. Very good use is made of targeted differentiation and a range of learning styles, so that all pupils can make progress. Assessment for learning is strong, including the use of extended questioning, peer and self-assessment and plenaries, which consolidate learning.
- Teachers, including non-Catholics, demonstrate secure subject knowledge, and use a wide range of strategies, including IT, music, prayer and scripture, to secure engagement and progress. Increasingly extended questions are used through the school to develop pupils’ application of learned information.

Recommendations

In order to improve the school should:

- Review the partnership of the parish priest and the school to enhance the provision of Catholic life and collective worship
- Ensure there is consistent outstanding practice of pupils leading collective worship throughout the school.