

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

CANON LAW 806
FINAL INSPECTION REPORT
INCORPORATING SECTION 48

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

HOLY NAME CATHOLIC PRIMARY SCHOOL, A VOLUNTARY
ACADEMY, OTLEY OLD ROAD, COOKRIDGE, LEEDS,
LS166NF

School URN

142004

Date of S48 inspection and
grade

2-3 February 2023
Grade: Outstanding

E-mail address

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Chair of Governors

Jessica Wilkinson

Headteacher

Aisling Given

RE Subject Leader

Philip Stewardson

Date and grade of last S48
Inspection

8-9 July 2015
Grade: Good

Section 48 Inspector

Christopher Devanny

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 Requires improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS: how effective is the school in providing Catholic Education.

1

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

COLLECTIVE WORSHIP

1

Summary of key findings:

This is an Outstanding Catholic Primary School

- The school's leadership is deeply committed to the Church's mission in education. Leaders embody Christian virtues in their relationships and professional practice. They are an inspiration for the whole community through their witness to the Gospel: they exemplify modern day discipleship and inspire all members of the school community through their faithful practice and personal integrity.
- The extent to which pupils contribute to and benefit from the Catholic Life of Holy Name is outstanding. Almost all pupils appreciate and actively participate in the Catholic Life of the school. Pupils speak highly of their school and value its Catholic Life because it is a place "we make friends" and "where we can talk to Jesus everyday".
- Most pupils make good progress in knowing more and remembering more of their religious education. Pupils can articulate how well they are learning in religious education using the age-related expectations school shares with them. Pupils enjoy their learning and find the school's chosen lesson structure of teacher talk and pair and share engaging. This results in high levels of enthusiasm in lessons and very good behaviour.
- All leaders ensure that the religious education curriculum is a faithful expression of the Church's teaching whilst it also prepares them for life in a multi-faith and multi-cultural world. It is comparable to other core subjects in terms of professional development, resourcing, timetabling and staffing.
- Collective Worship is central to the life of the school for all members of the community, whatever their own faith background. Praying together is part of the daily experience for all pupils and staff.
- Outstanding practice exists in the leadership and preparation of acts of worship by pupils. They acquire the confidence and skills to lead and plan worship through a carefully structured progression.

What the school needs to do to improve further.

- Review the various mission statements to bring clarity to the school's identity and purpose ensuring that the mission of the school is understood by all members of the community.
- Ensure that all pupils know more and remember more of the religious education curriculum ensuring a greater focus on:
 - making secure links between learning objectives and learning activities.
 - effective formative assessment
- Ensure governors are focused on gaining strategic oversight by:
 - increasing visits to school and ensuring visits have an agreed focus
 - recording governor comments on evidence forms

Information about this inspection

The Inspection of Holy Name Catholic Primary School, Cookridge was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017). The inspector reviewed in detail the following aspects:

- The extent to which the school has addressed the points for improvement from the previous Section 48 inspection.
- 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.
- How well leaders and governors promote, monitor and evaluate the provision of Catholic Life of the school.
- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching, learning and assessment in Religious Education.
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education.
- How well pupils respond to and participate in the school's Collective Worship.
- The quality of Collective Worship provided by the school.
- How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

One inspector conducted the inspection over one and a half days. The inspection comprised the following activities:

- Joint learning walks, teaching observations and observations of acts of Collective Worship were undertaken with senior leaders and the religious education (RE) subject leader;
- Seven RE lessons and eight acts of Collective Worship, one whole school and seven class worships covering all key stages, were observed.
- Formal meetings took place with the acting head teacher, RE subject leader, teachers, support staff, two groups of pupils which include the Minnie Vinnies and Faith in Action group, a group of parents, the chair of governors and the parish priest.
- The school's RE data, pupil progress and attainment tracking system were scrutinised and discussed with the members of the leadership team and the RE subject leader. A

thorough scrutiny of pupils’ RE books, including teachers’ marking and assessment of RE was conducted.

- A detailed range of school RE documentation was scrutinised including the School Development Plan; the Diocesan Self Evaluation Form; the Catholic Life, the RE and the Collective Worship Action Plans; the RE budget; the Relationships and Sex Education Policy; RE and Collective Worship policies; the RE Leader’s Monitoring and Evaluation Files; pupil RE tracking and progress data; governor minutes and pupil RE Big Books. The school website, newsletters; parent and pupil surveys; RE displays in classrooms and common areas, together with photographic and digital evidence of religious celebrations held throughout the liturgical year were noted during the inspection from the school’s Twitter account.

Information about this school

Holy Name is a smaller than average one-form entry school within the Bishop Wheeler Catholic Academy Trust of the Diocese of Leeds. The school had a joint Academy Council with St. Mary’s Horsforth until Holy Name formed its own Academy Council in January 2023. The school is situated within the parish of Our Lady of Kirkstall. The parish priest and assistant priest joined the parish in September 2022.

- Holy Name has 206 pupils on roll, taught in single aged class groups.
- Holy Name is a popular school, in which 65.5% of pupils are baptised Catholics.
- The number of pupils on the Special Education and Disabilities register is 10% and those eligible for free school meals and Pupil Premium is below the national average. The proportion of pupils for whom English is an additional language is 23%.
- The parish priest is a member of the academy council.
- There are eight Catholic teachers and one part time Catholic teacher. Seven teachers teach religious education.
- Strong and productive partnerships exist between Holy Name and the other primary schools in the Bishop Wheeler Catholic Academy Trust (BWCAT). The acting headteacher of Holy Name leads the BWCAT partnership for primary schools.
- Holy Name is a feeder primary for Cardinal Heenan Catholic High School.

Full report - inspection judgements

CATHOLIC LIFE

The Catholic Life of the school is Outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	1

- The extent to which pupils contribute to and benefit from the Catholic Life of Holy Name is outstanding. Almost all pupils appreciate and actively participate in the Catholic Life of the school. Pupils speak highly of their school and value its Catholic Life because it is a place “we make friends” and “where we can talk to Jesus everyday”.

- Pupils live out the school's mission of '*Loving, Learning, Living, Laughing Together in Faith*' each day. Pupils are taught to value themselves as God values them and in turn pupils have a deep respect for all in their school community. Relationships are strong.
- Pupils take full advantage of the extensive opportunities offered by the school to meet their needs and as a result pupils are happy and feel secure and their behaviour is exemplary. The school offers no retreat days or days of recollection to pupils.
- Pupils are alert to the needs of others and seek justice for all within and beyond the school. Pupils readily engage with charitable activities at Harvest time, Advent and Lent. Through surveys, the Minnie Vinnies and the Year 6 Faith in Action group pupils contribute in a systematic way to the promotion and evaluation of the Catholic Life of the school.
- The existing school mission statement is informed by appropriate scripture texts, but each class has a different mission based on the 'Leader in Me' programme. It is not evident how these different mission statements link with the school's mission. Not all pupils could articulate the school's mission statement, but most knew they had a class mission.
- The school's environment reflects the Catholic character of the school through vibrant displays and effective signs of the faith.
- All staff enthusiastically take part in all school activities which reflect the Catholic Life and mission of the school. They promote the importance of living out the liturgical seasons through charitable outreach in Advent and Lent, in devotions such as the travelling crib, the Rosary and the honouring of Mary during the month of May. There is a strong sense of community at all levels, staff pray together and support one another. Staff are exemplary role models to pupils and the wider community.
- The pastoral care of pupils by staff has the highest priority and the work of the Learning Mentor is exemplary. Relationships education meets both statutory and diocesan requirements and is supplemented by the 'Leader in Me' programme.
- The school's leadership is deeply committed to the Church's mission in education. Leaders embody Christian virtues in their relationships and professional practice. They are an inspiration for the whole community through their witness to the Gospel: they exemplify modern day discipleship and inspire all members of the school community through their faithful practice and personal integrity.
- The Catholic Life of the school is given the highest priority by leaders. Improvement planning is extensive and effective in sustaining the school's Catholic character and driving improvements.
- Governors are passionate about the school's mission, are involved in its evaluation and ready to challenge when necessary. Governors do visit the school and attend events, but more strategic visits are not always focused on priorities and formally recorded.
- Continuing Professional Development on the Catholic Life of the school occurs regularly both at Holy Name and within the BWCAT. The Catholic Foundation Stones programme is available for those staff seeking to widen their knowledge and understanding of the Catholic Faith.
- Parents spoke about their admiration for the school, Parents believe that the school is a community that nurtures their children's growth in faith and the virtues. As one parent commented: 'I wanted him to attend a school where the mission was celebrated, values and morals were shared, and a love of faith was enhanced through prayer and worship. Holy Name certainly fulfills this.'
- The school has effective strategies for engaging with parents. The use of social media and the termly Catholic Life Newsletters that showcase the work of the school ensure parents are well informed about the work of the school. School leaders see the school as

part of the parish and at every opportunity promote parish celebrations to parents. The parish priest and assistant priest are frequent visitors to the school and in collaboration with school leaders are forging stronger parish-school links.

RELIGIOUS EDUCATION

Religious Education is Outstanding

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

- Most pupils make good progress in knowing more and remembering more of their religious education. Pupils can articulate how well they are learning in RE using the age-related expectations school shares with them. Pupils enjoy their learning and find the school's chosen lesson structure of teacher talk and pair and share engaging. This results in high levels of enthusiasm in lessons and very good behaviour. Pupils are provided with regular opportunities to deepen their learning through appropriate reflective questions. This consistency of approach to marking and feedback is supporting progress across the school. However, work scrutiny shows that greater focus is needed to ensure activities are linked securely to the learning objective so pupils can demonstrate their understanding before moving on to new content.
- Teachers are secure in their subject knowledge and have worked hard to embed a broad range of activities in their teaching. Video clips, music, role plays in class and in church, the use of art to teach parables and miracles, bible referencing, and exploring artefacts are regular features of lessons in each key stage and results in high levels of engagement. In Reception, children are gaining a good knowledge of stories from the life of Jesus. During the inspection, the teacher chose a variety of activities and resources that engaged and enthused the children in their learning. In Year 1 pupils talked about and handled the artefacts used in baptism and went to the church to reenact a baptism with the parish priest. In Year 2 pupils were actively grappling with statements linked to the miracle of the Cure of the Paralytic and being encouraged by the teacher to be reflective "do we always show great love?" and to go deeper in 'Reflection time'. Year 3 pupils were interpreting artwork associated with the parable of the Sower and Year 4 were investigating the artefacts and signs used in the Mass. Strong teaching in Upper Key Stage 2 is accelerating the progress of pupils.
- The classroom environments support the pupils' learning very effectively and encourage independent research skills. The pupils have a good level of religious literacy and are very successful in using this in their discussions and recorded tasks. They take pride in their work and rise to the high expectations set by their teachers.
- Teachers also provide opportunities for pupils to relate their learning to their own lives and the lives of others ensuring that RE supports pupils' spiritual and moral development.
- All teachers use questioning in lessons to identify and measure pupils' understanding, Where teaching is most effective, the teacher actively targets each pupil's understanding and corrects misconceptions and does not rely on choosing only those pupils willing to respond.

- All adults who work with individuals and small groups of pupils ensure that they are consistent in their use of religious vocabulary during lessons.
- All leaders ensure that the RE curriculum is a faithful expression of the Church's teaching whilst it also prepares them for life in a multi-faith and multi-cultural world. It is comparable to other core subjects in terms of professional development, resourcing, timetabling and staffing.
- The quality of RE is regularly monitored and its findings are accurately reported to governors by the RE subject leader. Development planning is well targeted, informed by monitoring, analysis and self-challenge and is effective in securing improvement. Targeted professional development is provided for staff regularly by the RE subject leader. As a result, teaching is at least good across all key stages. Curriculum planning ensures clear progression of knowledge and understanding of the Catholic faith and other world religions. Pupil progress meetings analyse the performance of individual pupils and enable teachers to focus on pupils that need intervention or extra support.
- The subject leader for religious education has an inspiring vision for high quality teaching and learning and a high level of expertise in working to securing this vision. He is organised, committed and effective. He works very closely with other senior leaders to ensure high quality RE. He willingly shares his expertise to the benefit of other schools in the Trust. Consequently, he enjoys a good reputation among his colleagues, in the parish and across the Trust.
- The governors have a good working knowledge of standards in RE promoted by regular headteacher reports and presentations by the RE subject leader. These strategies, inform governors of the subject's strengths and areas for development.
- Governors have fulfilled all canonical and statutory duties in relation to RE.

COLLECTIVE WORSHIP

Collective Worship is Outstanding

How well pupils respond to and participate in the school's Collective Worship	1
The quality of provision for Collective Worship	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

- Acts of worship at Holy Name engage all pupils' interest. Pupils act with reverence, recite prayers confidently, reflect silently and sing joyfully.
- Outstanding practice exists in the leadership and preparation of acts of worship by pupils. They acquire the confidence and skills to lead and plan worship through a carefully structured progression. In Reception pupils dress the altar with appropriate items naming them as they do so. In KS1 pupils read and compose prayers. In KS2, pupils lead parts of the worship in collaboration with the teacher and in upper KS2, pupils plan and lead the whole act of worship. The inspector observed seven acts of class worship that exemplified this structured progression and demonstrated creative and thoughtful planning, deep reflection and excellent engagement.
- The experience of living in a faithful, prayerful community has a visible effect on pupils' spiritual and moral development and relationships.
- Pupils have a good knowledge of the Church's liturgical year through appropriately planned celebrations and displays. Each classroom has a dedicated prayer space. Daily prayers and pupils' personal prayers are displayed to read and pray.
- Collective Worship is central to the life of the school for all members of the community, whatever their own faith background. Praying together is part of the daily experience for all

pupils and staff. While pupils in Upper KS2 evaluated acts of worship, there was little evidence that this was common practice across the school.

- Pupils and staff recognise the importance of the priests in supporting the prayer life of the school and in journeying with them on their own faith journeys. Pupils particularly revel in the fact that their assistant priest is the priest they see on the *Mark Ten Mission* worship broadcasts they use in school.
- Leaders deliver engaging and inspiring Collective Worship that encourages all pupils and staff to reflect on their relationship with God and live as witnesses to the Gospel. They are passionate about their role as spiritual leaders in the school and attach significant importance to cascading their enthusiasm through mentoring and continuous professional development. They are very visible as leaders of prayer and acts of worship.
- Their extensive understanding of liturgy sustained by their own personal faith provides a source of knowledge and experience to aid high quality acts of worship that models best practice.
- Governors are well informed about the quality of collective worship through regular updates and are aware of its strengths and areas for development from the effective improvement planning devised, monitored and analysed by the RE subject leader.
- Leaders and the parish priest meet to discuss, plan and organise an annual liturgical calendar of parish and school-based celebrations of Reconciliation and the Mass. Pupils are provided with regular opportunities to attend Mass, through 'parishioner Masses', class Mass and whole school Mass. Pupils are also able to celebrate the Sacrament of Reconciliation in Advent and Lent. Plans ensure that pupils have high quality experiences of the Church's liturgical life.