

DIOCESE OF LEEDS DBI



SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

HOLY NAME CATHOLIC PRIMARY SCHOOL
Otley Old Road
Leeds
West Yorkshire
LS16 6NF

School URN	383 3380
Name of Chair of Governors	Dr Lorraine Barrass
Name of Headteacher	Mr Mark Brennan
Name of RE Subject Leader	Mrs Geraldine Comaish
Date of Inspection	8 th & 9 th October 2007
Section 48 Inspector	John J Boyle

INTRODUCTION

The Inspection of Holy Name Catholic Primary School 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.

Description of the school

Holy Name Catholic Primary School is an average size primary school with 216 pupils on roll. Pupils attending the school live mainly within the boundaries of the Holy Name Parish. A large proportion of children attending Holy Name School come from socially and economically advantaged backgrounds when compared to national and LEA averages. The number of pupils registered with special educational needs, 22, is below the national average, 2 of these pupils have statements. Children enter the school with average attainment levels in RE and leave in Year 6 achieving above average levels. Of the eight Catholic teachers, five hold CCRS or equivalent qualifications.

OVERALL EFFECTIVENESS OF THE SCHOOL

The overall effectiveness of the provision for the Catholic life of the school, of curriculum RE, and the school's main strengths and areas for development.

Holy Name is a very good school with some outstanding features, namely its leadership and management, challenging and supportive Governors and excellent curricular opportunities for all children to grow and develop in a faith context. The agreed school Mission statement is the guiding force behind all developments. The school effectively achieves its mission of creating a community of faith and love, where all feel they belong, in an atmosphere of freedom, welcome and warmth. Children are helped to understand and appreciate diversity, to develop compassion for those less fortunate in society and consequently learn to be responsible for their actions. The school 'Buddy' and peer mediation provision encourages children to consider others and to be involved in conflict resolution when incidents occur on the playground. School Councillors are encouraged to consider what would make life better for pupils; they are thus the voice of the school. This they do very effectively being good ambassadors for their school, their families and themselves.

Collective Worship is very good with much recent reflection on good practice within this area making a significant, positive contribution to the spiritual and moral development of pupils. RE curricular provision is outstanding, with teaching that usually stimulates and develops a sense of awe and wonder and an awareness of the presence of God in all of creation. Children learn about other faiths by means of quality teaching experiences enhanced through visits and qualified visitors. Importantly, school emphasizes the importance of pupils of other faiths having opportunity to share their experiences and beliefs. Direct observations of teaching and learning should be carried out more frequently to ensure consistent high quality provision and that recommendations from previous monitoring are implemented. School has begun the process of using the new levels of attainment to assess pupil work; this will build on their previous good work in assessment and moderation of attainment.

The effectiveness of any steps taken to promote improvement since the last inspection

Since the last inspection the school has reviewed its Mission Statement, created a school portfolio of moderated pupils' work and improved the monitoring and assessment of RE. This work continues to have a positive impact in raising achievement and enabling the school to focus on priorities.

The capacity to make further improvements

Given the outstanding qualities of the leadership and management team, committed and informed staff, Governors who provide support and challenge and the excellent curriculum opportunities offered all the children, the school has excellent capacity to further enhance the existing quality educational provision.

What steps need to be taken in order to further improve the provision of Catholic education?

In its reflective self-evaluation, the school has rightly identified the need to;

- Continue to improve teaching and learning by more frequent direct observations.
- Focus on assessment, so that tracking of attainment informs future planning and teaching improves achievement further. To this end the school has begun and intends to continue to make effective use of the new levels of attainment as recommended by the Bishops Conference and the Diocese of Leeds.

THE CATHOLIC LIFE OF THE SCHOOL**LEADERSHIP AND MANAGEMENT**

How effective are Leadership and Management in developing the Catholic life of the school?

The outstanding leadership and management is a significant strength of the school with all aspects working effectively together and making a positive contribution to develop the Catholic life of the school. The agreed school Mission Statement is the guiding force behind all developments. The school is effectively achieving its stated aim of creating a community of faith and love, in which all feel they belong, permeated by an atmosphere of freedom, welcome and warmth. Leaders ensure that prayer and liturgy are an integral part of daily school life and all promote a high standard of behaviour. All adults are good role models for children who benefit enormously from their good example and respond positively to their high expectations as to behaviour, attitude and commitment to work. Learning within RE is regularly monitored by way of work scrutiny, display and Collective Worship. Direct observations of teaching and learning should also be carried out more frequently to ensure consistent high quality provision and that recommendations from previous monitoring are implemented.

Children are taught to understand and appreciate other faiths and cultures and to develop compassion for those less fortunate in society. Established behaviour management strategies help children learn to be responsible for their actions. Pupils demonstrate an awareness of being part of the one human family and so are able to develop good working relationships and take an active part in life in their neighbourhood. The local community benefits greatly from the Harvest Festival gifts with much evident generosity on behalf of parents, children and staff. The school has developed strong links with other communities and groups, nationally and internationally, the Sylvia Wright Trust, a community in East Timor and has organised annual visits to places of worship of other faiths. Sacramental preparation is a collaborative effort between home, school and parish. The Parish Priest is a regular visitor to the school, meeting regularly with the senior management team, talking to classes and celebrating the holy sacrifice of the Mass. The Parish Priest is seen as being a key member of the school leadership team and as such makes an invaluable contribution to the development of the Catholic life of the school.

COLLECTIVE WORSHIP

How good is the quality of Collective Worship?

Collective Worship is good, with much reflection on good practice that highlights strengths and areas for development. A common format is used in planning, appropriate resources are deployed and pupils are enabled to participate actively, be reflective and reverential in all liturgical celebrations. Collective Worship takes into account the religious and educational needs of all who share in it. Children know and join in age appropriate and relevant prayers. Children are respectful during times of prayer, celebration and reflection and participate with enthusiasm. School appreciates the need to focus on more active participation of pupils in preparing and leading acts of worship, to develop confidence, skills and enthusiasm from their earliest years. Collective Worship makes an excellent contribution to spiritual and moral growth of pupils. Good use is made of liturgical opportunities in conjunction with the Parish. School Council members proudly represented the school at a Requiem for a much-respected member of the parish. The Parish Priest, in collaboration with the senior management team, provides good leadership in the Liturgical life of the school.

RELIGIOUS EDUCATION

ACHIEVEMENT AND STANDARDS IN RE

How well do learners achieve in RE?

Children enter school with average attainment levels in RE and leave in Year 6 achieving above average levels. School has identified the need to ensure that more able children are given higher order tasks. Pupils generally find RE topics exciting, especially when supported by effective use of interactive white boards, they are thus well motivated to commit themselves to the tasks that are allotted to them and feel good about themselves in the process. Teachers expect them to work hard, most respond accordingly and so make good progress. High expectations are also evident in the relationships between teaching assistants and the groups that they support; consequently pupils make good progress in developing knowledge, skills and understanding, whatever their capabilities and starting points. In observed teaching, especially in Upper Key Stage 2, pupils are able to consolidate prior learning and apply what they have learnt to new contexts. Through their actions pupils know what constitutes appropriate behaviour and attitude and understand what is expected of them both by the school and the Gospel values they are taught.

THE QUALITY OF PROVISION IN RE

How effective are Teaching and learning in RE?

Teachers have good subject knowledge and understanding of the Diocesan RE programme. Using a variety of teaching styles they provide quality-learning experiences making RE lessons enjoyable in the process. Wide ranges of resources, including ICT facilities, are used effectively to enhance teaching and learning in RE. All teachers use the agreed planning sheets. Whole school processes for assessment, recording and reporting are in place. School has begun the process of using the new levels of attainment to assess pupil work; this will build on their previous good work in assessment and moderation of attainment. Previous monitoring has included observations, planning and work scrutiny, talking to pupils, and display audit.

Parents are well informed about RE and involved in the children's learning by way of RE and other regular newsletters. Parents believe that all staff are motivated by the best interest of the children in their care; that pupils are expected to work hard and consequently they make good progress. Parents who are not Catholic appreciate the welcome they receive from all staff. The school is

seeking ways to engage non-Catholic parents in discussions about the involvement of their children in liturgical celebrations and so further address their Community Cohesion agenda.

Pupil attitude and behaviour in class is excellent with pupils being attentive and committed throughout. Enthusiastic and challenging teaching in Upper Key Stage 2 stimulates pupils to respond positively and become engrossed in their work. Well-directed and able teaching assistants support and reinforce effective learning. This coupled with appropriately differentiated tasks and good use of interactive whiteboards ensures that all pupils make good progress. Pupils are able to work independently and show a good level of maturity in collaboration with others.

Work scrutiny indicates high expectations from teachers, that pupils take pride in their work; the standard of work is good with all pupils making good progress. Most marking is developmental indicating to the children how well they have done and how to improve and relates to learning objectives.

How well does the RE curriculum meet the needs and interests of learners?

RE curricular provision is outstanding with a balanced delivery of the Diocesan RE programme with pupils learning about other faiths through quality teaching experiences enhanced through visits and qualified visitors. Importantly, school pupils of other faiths are encouraged to share their experiences and beliefs in class and at assemblies. Opportunities are provided in RE for reflection and prayer and for children to compose and record their own prayers. Observed teaching highlights the importance which teachers attach to developing reading, writing, speaking and ICT skills in their RE teaching.

Family life and sex education is appropriately planned and provided for with Ethos statements and circle time being used effectively to enrich spiritual and moral development. Weekly Ethos statements are introduced and shared with the children at assembly, these help children to focus on relationships with their peers, communities to which they belong and the global community. Children are provided with many opportunities to empathise with people less fortunate in the wider society. Weekly circle time is related to the Ethos Statements. Consequently the curriculum has a significant impact on the spiritual and moral development of pupils. School has spent considerable time and effort in developing its PSHCE policy. This is now in process of implementation. School appreciates the need to evaluate this provision over time. School has identified the desire to further develop the 'Community Cohesion' aspect of school Faith life. That said, observations and discussions with all parties in school supports the view that inclusion is a shared vision, where dialogue and collaboration are encouraged, respect for all is engendered and all show concern for the well-being of others, locally, nationally and internationally.

LEADERSHIP AND MANAGEMENT OF RE

How effective are Leadership and Management in raising achievement and supporting all learners in RE?

Leadership and management is outstanding and a significant strength of the school. The recently appointed subject leader has had an immediate and positive impact on monitoring the quality of Collective Worship. There is a need now to ensure that the judgments and recommendations ensuing from this exercise are monitored over time to make certain they are being implemented and effective. Direct observations of teaching and learning should also be carried out more frequently to ensure consistent high quality provision and that recommendations from previous monitoring are put into effect. Monitoring of provision is used to inform RE action planning which in turn impacts on overall school improvement planning. Aspects of the RE action plan are linked to the school performance management process thus ensuring that there is a school wide approach to development within this important area. Children are encouraged to develop knowledge and understanding of other faiths and cultures and consequently race equality; equal opportunities; and inclusion are effectively promoted. Annual audit of resources ensures these are used effectively and updated with necessary funding being made available. Governors are committed and engage

in all aspects of school life promoting challenge and giving appropriate support. Effective links are established between home, school and parish thus ensuring that the high standard of RE is reinforced.

INSPECTION JUDGEMENTS

ASPECT	GRADE	DESCRIPTOR
OVERALL EFFECTIVENESS	2	Good
THE CATHOLIC LIFE OF THE SCHOOL		
How effective are Leadership and Management in developing the Catholic life of the school?	1	Outstanding
How good is the quality of Collective Worship?	2	Good
RELIGIOUS EDUCATION		
How well do learners achieve in RE?	2	Good
How effective are Teaching and learning in RE?	2	Good
How well does the RE curriculum meet the needs and interests of learners?	1	Outstanding
How effective are Leadership and Management in raising achievement and supporting all learners in RE?	1	Outstanding

INSPECTION JUDGEMENTS ANNEX

OVERALL EFFECTIVENESS

How effective and efficient is the provision of Catholic education in meeting the needs of pupils and why?	2
• <i>the effectiveness of steps taken to promote improvement since the last inspection</i>	Yes
• <i>the capacity to make further improvements</i>	Yes

THE CATHOLIC LIFE OF THE SCHOOL

How effective are leadership and management in developing the Catholic life of the school?	1
• <i>how well the governing body fulfils its role in relation to the school's Catholic foundation</i>	1
• <i>how effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality care and education</i>	1
• <i>the quality of the leadership of the headteacher and senior staff in leading and developing the Catholic life of the school</i>	1
• <i>how effectively the Catholic life of the school is monitored and evaluated</i>	2
• <i>how effectively leadership at all levels in the school promotes pupils' spiritual and moral development</i>	1
• <i>how effectively leadership at all levels in the school promotes and provides opportunities for the spiritual development and prayer life of the staff</i>	1
• <i>the impact of the involvement of the clergy and/or chaplaincy team on the work of the school</i>	1
• <i>how effectively leadership at all levels promotes the school's contribution to community cohesion</i>	1
• <i>how effectively leadership at all levels encourages the positive behaviour of pupils</i>	1
• <i>the extent to which pupils' contribute to the school and broader community</i>	1

How good is the quality of Collective Worship?	2
• <i>the frequency and quality of the provision for prayer, Collective Worship and liturgical life of the school</i>	1
• <i>pupils' response to the school's provision for prayer and worship</i>	2
• <i>how well Collective Worship contributes to the spiritual and moral development of the pupils</i>	1
• <i>the inclusive nature of the provision for prayer, Collective Worship and liturgical life of the school</i>	2

RELIGIOUS EDUCATION

How well do pupils achieve in RE?	2
• <i>the standards reached by pupils in RE</i>	2
• <i>how well pupils make progress in RE, taking account of any significant variations between groups of pupils</i>	2
• <i>how well pupils with learning difficulties and disabilities make progress in RE</i>	2

How effective are teaching and learning in RE?	2
• <i>the adequacy and suitability of staff to ensure that pupils are well taught in RE</i>	1
• <i>how well teaching is used to meet the full range of pupils' needs in RE</i>	2
• <i>the effectiveness of planning, monitoring and assessment in RE</i>	2
• <i>the extent to which pupils enjoy their work in RE</i>	1
• <i>the involvement of parents and carers in their children's learning in RE</i>	2

How well does the Religious Education curriculum meet the needs and interests of pupils?	1
• <i>how far the RE curriculum meets external requirements</i>	1
• <i>the extent to which pupils are gaining a knowledge and developing an understanding of the teachings, beliefs, values and way of life of other world faiths</i>	1
• <i>the suitability of family life and sex education, education in personal relationships and citizenship education</i>	2
• <i>the extent to which the curriculum in RE contributes to the spiritual and moral development of the pupils</i>	1
• <i>how far the RE curriculum promotes community cohesion</i>	1

How effective are leadership and management in raising achievement and supporting all pupils in Religious Education?	1
• <i>how effectively subject leaders in RE set clear direction and provide support leading to improvement</i>	2
• <i>how effectively performance in RE is monitored, evaluated and improved to meet challenging targets</i>	2
• <i>how well equality of opportunity is promoted and discrimination tackled so that all pupils achieve as well as they can in RE</i>	1
• <i>how effectively and efficiently RE resources are deployed</i>	1
• <i>the extent to which governors discharge their responsibilities in RE</i>	1