



Archdiocese of Birmingham

Section 48 Inspection Report

Holy Redeemer Catholic Primary School

Priest Lane, Pershore, Worcestershire, WR10 1EB

Inspection dates:

19th & 20th June 2019

Lead Inspector:

Andrew Maund

OVERALL EFFECTIVENESS:

Good

Catholic Life:

Outstanding

Religious Education:

Good

Collective Worship:

Outstanding

Overall effectiveness at previous inspection :

Outstanding

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- All pupils and staff appreciate, fully contribute to and benefit significantly from the Catholic Life of the school, which has a generous and caring ethos at its heart. The importance of faith, family and community are fundamental to the school.
- Pupils achieve well and clearly enjoy their learning in Religious Education, making generally good progress as a result.
- The quality of teaching, learning and assessment in Religious Education is consistently good with examples of outstanding practice.
- The quality of school Collective Worship, much of it instigated and delivered by the pupils, is outstanding.

It is not yet Outstanding because:

- Certain widespread approaches to task setting in Religious Education limit the opportunities of many of the pupils to explore deeper thinking by writing at length.
- Pupils do not routinely respond to feedback in their Religious Education books in a way that helps them know what they need to do to improve.
- The monitoring and evaluation of the provision of Religious Education in the school by the subject leader and governors is not sufficiently rigorous to ensure outstanding teaching across the school.

FULL REPORT

What does the school need to do to improve further?

- Provide more opportunities for all pupils to develop their ideas by writing at length in Religious Education.
- Ensure that pupils respond in a meaningful way to written feedback in Religious Education.
- Develop a rigorous and systematic programme of monitoring and evaluation of Religious Education by leaders and governors.
- Encourage parents, carers and the wider community to attend the weekly Masses held in the church.

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 pupils have a good knowledge of both the school's mission statement, 'Through the Holy Redeemer we seek to grow in faith and love to become great people who make a difference in the world' and their school patron.
- The mission statement has been reviewed by pupils, parents, staff, governors and the parish community. The pupils' understanding of the mission influences their behaviour, their own vocation and their appreciation of all aspects of school life.
- Staff are fully committed to the implementation of the mission statement across the curriculum and wider life of the school. They enthusiastically participate in all school activities, which reflect the Catholic Life and mission of the school, ranging from individual form prayers to opportunities for staff retreats. Indeed, the school is clearly a force for evangelisation, with many pupils and staff developing a desire to become at least more acquainted with and often more actively involved in the Faith. Further opportunities for staff support and training about Catholic Life are still to be developed.
- Pupils are involved in the evaluation of the Catholic Life of the school and have an understanding of the impact that such evaluation can make.
- Pupils' behaviour is exemplary. They show support for one another, respect for others and themselves and are most courteous towards each other and towards adults. They listen very well, readily give thanks and express their appreciation for all that the school has to offer. In particular, the spontaneous support and care by older pupils for a younger pupil during an act of class Collective Worship showed the fundamentally caring nature of the school.

- All pupils accept the responsibilities of living within a Catholic school community and, as a result, are involved in many activities that promote the Catholic Life and mission of the school in the wider community. They choose a variety of local, national and international charities to support, ranging from local foodbanks and the 'Brake' (a road safety charity), to the on-going support of 'ACES', a charity supporting children in El Salvador, a primary school in Worcester, South Africa, and a sponsored elephant.
- Pupils and staff value very highly the school's chaplaincy provision. They regularly speak with great appreciation about the work of the parish deacon in all aspects of school life.
- All pupils take full advantage of the opportunities that the school provides for their personal support and spiritual, moral and ethical development, which can clearly be seen in the warmth of the relationships between pupils and staff. The school is frequently described as a family by pupils, staff, governors and parents and this is lived out in all aspects of their daily life together.
- Discussions with pupils in classes and assemblies show that they have a heartfelt sense of their own vocational development. They have been inspired by a recent visit from the diocesan vocations office and by a prominent display in the school entrance.
- The school is a prayerful community, with prayer forming a central part of school and class assemblies. It is reinforced by the use of individual form prayers, as well as prayers in lessons, before and after meals and at the end of the day. Through the provision of a school prayer book and in the regular practice in class, pupils and staff are exposed to the full range of the traditional prayers of the Church.
- The school's internal environment clearly reflects its mission and Catholic character. For example, there are traditional signs and symbols, as well as very attractive artwork and artefacts throughout the school. Some of these are on display in the delightful prayer garden, which is a place of quiet prayer and contemplation.
- All members of staff are generous, open and honest in their behaviour and attitude towards pupils, one another, parents and visitors. They have a clear affection for and appreciation of the school and all it stands for and are reflective and self-critical. As a result, the school has the highest standards of pastoral care for its pupils. One example of this can be seen in the provision of breakfast and after-school activities, which are also available for those pupils who travel to and from Blessed Edward Oldcorne Catholic College in Worcester.
- The parish deacon regularly visits the school. Many staff speak with genuine appreciation of the support offered by him, as well as the Religious Education subject leader and the headteacher, for their personal spiritual development. As a result, chaplaincy provision is very effective in supporting and promoting the Catholic Life of the school.
- Pastoral programmes, personal, social and health education and relationships and sex education are carefully planned, well taught and reflect Catholic teachings and principles.

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

- School leaders clearly demonstrate a public commitment to the mission of the Church and are well regarded as models of Catholic leadership by both staff and pupils. For example, they have enthusiastically supported the headteacher's initiative of providing minibuses for local pupils. This has enabled them to attend Blessed Edward Oldcorne Catholic College in Worcester, thereby promoting continuing Catholic education. This can also be seen in their own initiative of

bringing the existing separate pre-school fully into their control. The school's focus on the importance of continuing Catholic education can also be seen in the remarkable fact that last year all Year 6 pupils progressed to Blessed Edward Oldcorne Catholic College.

- The provision for the Catholic Life of the school is clearly acknowledged as a leadership responsibility.
- The monitoring and evaluation of the Catholic Life of the school by leaders and governors has led to developments, which have had clear impact on improving and maintaining the Catholic Life of the school.
- The school has many strategies for engaging with parents and carers to the benefit of pupils, including a very active and supportive parents and teacher association and the involvement of parishioners in the school's thriving eco-garden. However, the views of parents on the Catholic Life of the school are not regularly or systematically sought, monitored or evaluated.
- The school responds well to diocesan policies and initiatives. For example, the understanding and exploration of the Catholic Schools' Pupil Profile by staff and pupils and the promotion of the Archbishop's vision for schools throughout the archdiocese.

RELIGIOUS EDUCATION

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

How well pupils achieve and enjoy their learning in Religious Education.

The quality of teaching, learning and assessment in Religious Education.

- Teachers consistently plan good lessons, which are linked to the pupils' current assessment. Teaching in Religious Education is mainly good with some examples of outstanding practice. As a result, most pupils are clearly engaged in and enthusiastic about their Religious Education lessons.
- Many pupils start school with very little knowledge of Religious Education. However, almost all, from their varied starting points, make good progress in each key stage and meet diocesan expectations.
- Almost all groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Almost all pupils, relative to their age and capacity, are religiously literate and are engaged young people. Most show great interest in Religious Education and clearly enjoy opportunities to discuss and reflect spiritually, ethically and theologically.
- Most pupils concentrate well, have a good understanding of how well they are doing and have a desire to improve. Pupils enjoy tackling challenging activities and respond well to opportunities that extend their learning. Consequently, behaviour in lessons, in most cases, is exemplary.
- Pupil attainment as indicated by teacher assessment is good, and in many cases, exceeds their achievement in other curriculum areas.

- Teachers communicate high expectations to pupils, most of whom respond positively. As a result, the quality of pupils' written work is good and usually well presented. However, the presentation of pupils' work in their Religious Education books is generally of a lower standard than their written work in literacy.
- In most classes that were observed by inspectors, time in lessons was weighted heavily towards adult-led work.
- Teachers are generally confident in their subject knowledge. Where this confidence is less secure, such as teachers new to teaching in a Catholic school, teachers feel very well supported by the Religious Education subject leader.
- Teachers regularly employ a range of appropriate teaching strategies. However, in most classes, the use of writing templates restricts the opportunities pupils have to write and reflect at length. In literacy books, there are many more examples of pupils writing at length with relish and engagement than in their Religious Education books.
- Teachers give pupils a clear and graduated set of learning objectives to focus on in lessons. These encourage them to move from the objectives they feel secure about to those of greater challenge. However, the areas of greatest challenge are less often fully tackled.
- Teachers offer some supportive verbal and written feedback and use the school's assessment tracking procedures, but there is little opportunity for pupils to respond to their teacher's written feedback. Some of this feedback is focused on literacy rather than Religious Education.
- Teachers' questioning in lessons is used to develop pupils' deeper thinking and understanding. This type of questioning is also seen in some of the marking in books. However, such marking and pupil response is variable across the school. As a result, while learning is improved for most pupils, opportunities for developing the deeper thinking and understanding are inconsistent across the school.
- A range of good quality resources are provided and well used to improve learning for most pupils. While there was evidence of other adults being very well used in support of learning in some classes, this was not consistent across all teaching groups.
- Achievement and effort are usually celebrated, leading to good levels of motivation from most pupils.

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

- Leaders ensure that provision for Religious Education, including the required amount of curriculum time, meets the requirements of the Bishops' Conference in every respect and in each key stage. It has full parity with other core subjects in terms of professional development, resourcing, staffing and accommodation.
- The Religious Education subject leader and governors regularly monitor and evaluate Religious Education. However, any necessary action following this evaluation is not as rigorous as it might be. For example, although the subject leader identified that teachers should give pupils more opportunities for extended writing and that pupils did not regularly respond to feedback questions in their books, in most classes these areas have not improved.
- The subject leader has a clear vision for teaching and learning. Her own high standards of teaching support her ability to secure this vision. She shows great commitment to the development of staff and they greatly appreciate her availability to them. Many of them commented, "Her door is always open". Her leadership has resulted in increased teacher confidence and a good standard of teaching.

- Leaders ensure that Religious Education is effectively planned to meet the needs of different pupils and to secure coherence across the key stages and phases. They also play a key role in local Worcestershire cluster meetings.

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	Good

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

- Collective Worship is central to the life of the school and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- Acts of Collective Worship engage all pupils' interest and inspire in them deep thought and heartfelt response. There is genuine enthusiasm from all pupils, who act with great reverence and are very keen to participate.
- A strength of worship is the pupils' joyful and spontaneous singing, which often continues after the act of worship into the rest of the school day.
- Pupils are given opportunities to lead aspects of Collective Worship. For example, pupil worship leaders maintain class prayer areas, lead prayers in class, help to write bidding prayers for Masses and are involved in the evaluation of Collective Worship.
- As a result of their obvious commitment to praying together, pupils readily and spontaneously prepare, lead and participate in a wide variety of acts of worship. This was particularly seen in the enthusiastic participation in a voluntary, pupil-led service for the Sacred Heart held at lunchtime during the inspection.
- Pupils display great confidence in their use of a wide variety of traditional and contemporary approaches to prayer, which include scripture, liturgical music, religious artefacts and more contemporary forms of prayer.
- Collective Worship has a clear purpose, message and direction, with reference to the liturgical seasons and the Catholic character of the school. As a result, almost all pupils have an excellent understanding of the Church's liturgical year, its seasons and feasts.
- The experience of living and working in a faithful, praying community has a very positive impact on the spiritual and moral development of all pupils, irrespective of their ability or faith background. They have a well-developed sense of respect for those of other faiths. This can be seen in the manner in which pupils participate enthusiastically in the wide range of prayer and liturgy that is available.
- The planning of Collective Worship is given high priority, as is its resourcing and monitoring by school leaders. This results in an experience for pupils and staff that is almost always engaging and referred to positively by all members of the community.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts and are passionate about ensuring that pupils have high quality experiences.

- Staff are skilled and enthusiastic in helping pupils to plan and deliver quality worship. The provision of a range of freely available and highly effective resources, as well as supporting the worship itself, encourages pupils' leadership.
- Opportunities are planned to encourage attendance by other adults associated with the pupils and school. Responses to these invitations are mostly good, although the current timing of the Friday class Masses at the neighbouring church makes this less convenient for many parents.

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

- Leaders clearly know how to plan and deliver quality Collective Worship.
- Collective Worship is always accessible to the pupils in a contemporary context.
- Leaders are prominent leaders of Collective Worship within the school and appropriate models of good practice for staff and pupils.
- Pupils are encouraged to plan and lead Collective Worship and leaders provide staff with regular opportunities for training in liturgical formation and the planning of Collective Worship.
- Leaders and governors regularly monitor and evaluate Collective Worship as part of their self-evaluation process.
- All additional requirements of the diocesan Bishop regarding Collective Worship are fully implemented.

SCHOOL DETAILS

Unique reference number	116908
Local authority	Worcestershire
<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	Voluntary Aided
School category	Primary
Age range	4 to 11 years
Gender of pupils	Mixed
Number of pupils on roll	173
Appropriate authority	Governing Body
Chair	Alan Smith
Headteacher	Christina Hall
Telephone number	01386 552518
Website address	www.holyredeemerschoolpershore.org
Email address	office@holyredeemer.worcs.sch.uk
Date of previous inspection	2 nd June 2014

INFORMATION ABOUT THIS SCHOOL

- The school is a below average sized primary school. It has links with the local parish of The Holy Redeemer and Saints Wulstan and Eadburga. It is the only primary school in the town of Pershore.
- The percentage of Catholic pupils is currently 38%.
- The percentage of disadvantaged pupils 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 below the national average.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors – Andrew Maund and Christine Finnegan.
- 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 across seven Religious Education lessons to evaluate the quality of teaching, learning and assessment.
- 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 Religious Education link governor and a governor who recently joined the board, the headteacher, the Religious Education subject leader, several non-Catholic members of staff, the local deacon and the pupil values council. Informal discussions also took place with parents at the end of the school day.
- The inspectors attended a school assembly, various acts of class and pupil-led Collective Worship and undertook a learning walk to look at aspects of the presentation of the Catholic Life of the school in the school environment and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, school performance data, the school development plan, the Religious Education action plan, teachers' planning and learning journals, governors' minutes and records of the monitoring and evaluation of Religious Education, Collective Worship and Catholic Life.