



# Archdiocese of Birmingham

## Section 48 Monitoring Visit

## OUR LADY OF THE WAYSIDE CATHOLIC PRIMARY SCHOOL SOLIHULL

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Inspection dates 3<sup>rd</sup> July 2013  
Reporting Inspector Mrs Margaret Dance

Monitoring Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Voluntary aided
Age range of pupils	3-11 years
Number on roll	464
Appropriate authority	The governing body
Chair of governors	Mr Paul Bentley
School address	Stratford Road Shirley Solihull B90 4AY
Telephone number	0121 744 0608
E-mail address	79office@ol-wayside.solihull.sch.uk
Date of previous inspection	December 2008
DFE School number	334/3500
Unique Reference Number	104098

**Headteacher** Mr Bart O'Shea

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DIOCESAN EDUCATION SERVICE





July 2013

Diocesan Education Service,  
Don Bosco House,  
Coventry Road,  
Coleshill,  
B46 3EA

Mr Bart O'Shea  
Headteacher  
Our Lady of the Wayside Catholic Primary School  
Stratford Road  
Shirley  
Solihull  
B90 4AY

Dear Mr O'Shea

Section 48 Monitoring inspection: Wednesday, July 3<sup>rd</sup> 2013

Thank you for the warm welcome you, your staff and pupils gave to me when I inspected your school on July 3<sup>rd</sup> and for the information you provided both before and during the inspection. I am grateful for the time given by all, including the representatives of the governors, in speaking with me.

The inspection was a "light touch" monitoring inspection because, at the section 5 inspection in 2008, your school was judged to be an outstanding school and because it was five years or more since you last received a section 48 inspection.

The purpose of the inspection was to assess the quality of the school's self-evaluation and improvement planning for Catholic life and religious education. In order to make this judgement I read school documents, including a summative self-evaluation, interviewed senior leaders, governor representatives, the subject leader for RE and pupils from each key stage, observed two lessons and looked at pupils' written work in RE. In addition, I gathered evidence of some of the outstanding practice in the school as part of a diocesan wide survey of good practice in Catholic life and religious education.

It is clear from the school's self-evaluation document, from interviews with the headteacher, subject leader and governors and from beautifully produced pictorial records and displays around the school that its judgement that the Catholic life of the school and the extent to which pupils contribute to and benefit from it is good is accurate. The school's leadership can reliably identify the good practice which supports this judgement. Similarly, the judgement that the quality of collective worship provided by the school is good and that the pupils' response to and participation in collective worship are outstanding is accurate and reliable. Discussions with pupils confirmed that they are actively involved in planning, preparing and delivering prayer services, assemblies and Masses and enjoy the opportunities they have to do so. However, the process of identifying areas for development in Catholic life, planning for development and implementing effective actions is incomplete and does not always involve governors from the outset. A survey of Catholic life was undertaken by the headteacher and subject leader in Spring 2013 which highlights some aspects of Catholic life which need to be improved, yet they do not feature in the action plan for 2013-2014.

The processes for the self-evaluation of RE are more robust. Assessment of attainment and achievement is thorough and accurately identifies gaps in knowledge and concerns about the progress of individuals and groups of pupils. The subject leader has correctly acknowledged that there are some inconsistencies in the recording of the results of assessments, although this does not affect the levelling of children's work, and is working with staff to make the necessary adjustments. Self-evaluation has correctly identified that teachers do not always provide pupils with tasks which match their needs and capabilities and that the focus of marking does not always relate to the RE objective for the lesson. These areas have become targets in the improvement plan for 2013-2014.



The school's judgement that teaching and learning are good is accurate and reliable, as evidenced by feedback from the school's own lesson observation programme and the joint observation by the subject leader and inspector during the inspection. Through self-evaluation the areas which need to be addressed in order to raise the level from good to outstanding have been identified such as the need for teachers to make greater use of prayer during RE lessons and to further develop thinking skills in RE. However, these do not appear in forward planning for 2013 -2014 so the process is incomplete.

The school's judgements that attainment on entry to the Reception class is average, at the end of Key Stage 1 is mostly average, with the most able children performing at an above average level, and at the end of Key Stage 2 is above average, are correct and reliable. Evidence from their own records of attainment in RE, book scrutiny, and pupil interviews during the inspection confirms this judgement.

The change of leadership of the subject of RE since the last section 48 inspection in 2008 has provided evidence which is worthy of note for the purposes of the diocesan wide survey on good practice in the Catholic life of the school and RE. The tracking system for the assessment of pupils' work and the mechanism for recording these assessments are accessible and teacher-friendly. The linking of short-term planning to the National Levels of Attainment in RE allows judgements to be made regarding the quality of pupils' learning, their progress and any significant variation between groups of pupils. Moderation meetings, book trawls and data scrutiny ensure the accuracy and quality of teacher assessments. Observations of RE lessons provide specific feedback to help teachers enhance their teaching in RE. Governors are kept up-to-date with developments in RE and the Catholic life of the school through regular meetings with the link governor.

To improve the quality and effectiveness of self-evaluation the school should:

- Ensure that the process of self-evaluation of the Catholic life of the school is complete so the outcomes can have an impact on future planning and on raising standards. Clear identification of areas for development, planned actions within a given timescale and mechanisms for review of their effectiveness should be included.
- Provide training for staff and governors to develop their knowledge and understanding of what contributes to the Catholic life of the school so that they can accurately identify aspects which need to improve to raise the school's performance from good to outstanding.
- Ensure that targets identified through the monitoring and evaluation of teaching and learning in RE are followed through and are effective in improving pupils' knowledge and understanding in RE.

Yours sincerely

Margaret Dance  
Diocesan Inspector