

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  
LS16 6NF

School URN	103084
School DfE Number	383 3380
Chair of Governors	Mrs K Burton
Headteacher	Mr A Duffy
RE Subject Leader	Mrs G Comaish
Date of Inspection	19 <sup>th</sup> - 20 <sup>th</sup> May 2010
Section 48 Inspector	Barbara Ford

## 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

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Holy Name Catholic School is an average size primary school. A large proportion of pupils attending Holy Name School come from socially and economically advantaged backgrounds when compared to national and LA averages. Pupils attending the school mainly live within the boundaries of the Holy Name Parish. Holy Name has 8 teachers, all of whom are Catholic, with five holding CCRS or equivalent qualifications. Baptised Catholics make up 86% of the school population. The school is an 'Investor in People' and has achieved 'The Advanced Healthy Schools Award'.

## 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.

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Holy Name is a good Catholic school with many outstanding features. The school is very well thought of by parents and parish and there is a strong sense of being a home-school-parish community. Holy Name is an inclusive school, where 'every child matters', work is well-differentiated, expectations are high and support is provided for those pupils with specific needs. The enthusiasm of the Parish Priest and senior leaders will ensure that Holy Name has the appropriate guidance and support needed to ensure R.E. remains one of the most popular subjects taught in school.

The quality of teaching is very good and often outstanding throughout the school. Pupils have a real awareness of the needs of others and the lives they live, understanding the impact of their fund raising, on long-term commitments to greatly improve the quality of life of others. Provision for pupils' spiritual, moral, social and cultural development is outstanding. The school council said, "Listening to the Word of God, makes us want to be better people."

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

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Since the last inspection, the school has:

- ensured that observations of teaching had become more frequent and involved detailed feedback;
- ensured that standards have risen, since Teachers plan, teach and are beginning to assess R.E. to the same standard as other core subjects;
- adopted the new levels of attainment and begun to analyse data to track progress.

### The capacity to make further improvements

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The school's capacity to improve is excellent, because of strong, focussed leadership and very good teaching.

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

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To improve the Catholic life of the School and RE further the school should:

- develop the setting and tracking of 'child friendly' and 'age appropriate' RE targets, based around the new Levels of Attainment in RE, using support materials already developed by the diocese, so that all pupils know what they have to do next in order to improve their learning, utilising the already good 'AfL' practice in other subjects, by fully implementing the marking and feedback policy, in RE, giving pupils time to review the teachers comments and understand the next steps in their learning;
- initiate action plans for Religious Education and Collective Worship, to inform the School Improvement Plan, giving a clear indication of monitoring, by whom, cost implications (time and money) and success criteria against which the actions will be judged;
- adopt the Diocesan planning format for Collective Worship, seeking ways to provide greater opportunity for the pupils to plan and lead liturgy and worship and develop enhanced liturgical music to motivate the pupils into a greater involvement in the understanding and enjoyment of their faith.

## **THE CATHOLIC LIFE OF THE SCHOOL**

### **LEADERSHIP AND MANAGEMENT**

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

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The enthusiastic Headteacher is ably assisted by the newly-appointed, focused deputy and they communicate a strong sense of spiritual purpose with a focus on promoting high standards and the outstanding personal development of the pupils. The governing body cite examples of the excellent collaboration between home parish and school life: enjoyable thorough: sacramental programmes; parents and parishioners invited to school liturgies and Christmas and Easter presentations and parents and staff attending the parish 'Spirituality Programme'. Excellent communication, includes newsletters, community notice board and email, with annual reports to the 'Learning and Teaching' committee. The chair of Governors avows, "There has been a surge of enthusiasm, both directed and purposeful, to ensure that RE has equal status and that the Catholic Faith is expressed and shared on a daily basis".

Opportunities for the spiritual development and prayer life of the staff, allow for quiet reflection and evaluation, helping them to grow spiritually, with the impact seen in the positive ethos promoted in the school.

The children are delightful and their behaviour is very good. The care, guidance and support the school provides are outstanding, as evidenced by the 'Ethos Statement' for the week 'I think it is important to find someone to trust because ....' which is tangible through the inclusive practices, transition programmes and trust between parents, staff and pupils. Subsequently, the pupils are motivated to help others (children helping children) and devised fundraising activities to raise £2000 to support charities including Martin House, and St Gemma's, as well as sponsoring 2 pupils at the Rangammal school for the deaf in India, including writing and receiving letters on 'A day in the life of...' This project is one of

Sylvia Wright's, who was a Holy Name parishioner in the past. Good links also exist with the wider community, ensuring that social cohesion is well-promoted, with arts, music, environmental, academic, and sporting links in the community.

The inspirational Parish Priest believes that, "We do not come to know God, and the ways of God, in isolation, but only in a shared effort and openness to one another and to God." He and the headteacher planned an information session for parents on the Catholic Faith and Life of the school and parish, cleverly entitled 'The R's and C's of Holy Name.'

## **COLLECTIVE WORSHIP**

### **How good is the quality of Collective Worship?**

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The school keeps alive the traditional practices and celebrations of the church, including 'The Marian Service' beautifully led by Key Stage 1 and filling the hall with the scent of flowers, and the sound of singing, in tribute to Our Lady, as well as Church processions. The Eucharist is celebrated at appropriate times in the school's year and pupils know its significance in the Catholic Life of the school. "We are given a lot of support for Holy Communion, to understand why we keep going, to receive the body and blood of Christ, to become closer to God".

Pupils are involved in Sunday worship, in their own 'Children's Liturgy with dedicated parish catechists. Home and school support the excellent sacramental preparation done in the parish, with close liaison by the Parish Priest. "Father Pat is so musical and sensitive to the children's feelings at First Penance." Parents appreciate the excellent spiritual and moral development provided in school. "Children are well-taught about morals, and to respect themselves and each other."

Pupils participate well in assemblies and class worship and have some opportunities to lead and plan Collective Worship. This area should be developed by using the diocesan format for planning Collective Worship, pupils' use of ICT, and the learning of new liturgical music to enhance understanding and enjoyment of the Faith. Inclusion is a strength of the school and as with all areas of school life, prayer, Collective Worship and liturgy are fully inclusive. Pupils feel they are part of God's family at Holy Name School.

The RE governor, who also leads 'Spirituality' programmes in the parish, has enthused staff to plan the innovative, annual 'Spirituality' or 'quiet' days, in school and church, including RE and worship through art, drama, music, ICT, whole school celebration, the Mass of the Holy Spirit (The Church's birthday) prayer and quiet reflection. In the Church Hall, four prayer locations are set up with icons, statues and the Blessed Sacrament, as focal points.

## **RELIGIOUS EDUCATION**

### **ACHIEVEMENT AND STANDARDS IN RE**

#### **How well do pupils achieve in RE?**

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Attainment on entry is average in R.E. and pupils leave Year 6 achieving above average levels. The use of Baseline RE assessments will better inform future pupil-tracking. Standards in RE in all classes are high and all pupils are able to make good progress because of differentiated tasks, targeted support and a modified curriculum. Good use is

made of teaching assistants to ensure support is given to those less able, ensuring all pupils maintain a positive attitude and achieve success during lessons. The school is extending the excellent pupil tracking, monitoring and evaluation systems used in other subjects to RE, in order to maximise the progress and attainment of individuals and groups of pupils. The commitment to improve the written content of RE work and to extend the more able child has resulted in a rise in standards in RE.

Children enjoy RE and say they like the opportunity to do role play and art in RE (young pupils proudly wore their 'tongues of fire' crowns, all day (even playing out). All children remain on task, work hard and co-operate well in pairs or small groups. Children demonstrated very good understanding of the RE topic 'Messengers and Witnesses'.

A pupil said, "The Holy Spirit gives us gifts and helps us do the right thing."

Pupils have enjoyed doing 'Learning Logs' at home and gaining depth in their knowledge of Islam, St. Therese, St George and 'Messengers and Witnesses'. An older pupil said of Martin Luther King, "He had a dream that 'One day my children will not be judged by the colour of their skin, but by the content of their souls'."

## THE QUALITY OF PROVISION IN RE

### How effective are Teaching and learning in RE?

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The teachers' excellent subject knowledge and commitment to teaching the Faith lends confidence to their teaching styles. The quality of teaching is good throughout the school, and often outstanding. Teachers use a range of strategies, including role play, posters, plays, 'conscience alley', comic strips and discussions. This creative approach to teaching, in RE, now using 'Assessment for Learning' procedures effectively to focus learning on key objectives, engages pupils by offering a rich curriculum and ensuring pupils enjoy and achieve. The creative use of interactive white boards and the high level of ICT skills demonstrated by many teachers captivate pupils' interests and support a positive attitude to learning. Teachers encourage the development of the skills and confidence needed for independent learning, including the use of the new 'netbooks'.

Children in Foundation Stage and Key Stage 1 demonstrate good listening skills, enjoyment and concentration when working on individual and group tasks, for example speaking in tongues and making wind music as part of their role play of Pentecost, also making a book mark with foil flames and writing their prayer on the back.

KS2 pupils were actively engaged, producing very high standards of work as a result of focused teaching based on learning outcomes. Pupils are articulate and confident, making very good use of literacy and ICT skills in Religious Education tasks. They enjoy using the netbooks to research and write biographies of Saints and produce power-point presentations and these could be utilised in whole school Collective Worship.

Pupils were clear how their learning in RE relates to other subjects. When learning the meaning of '*Khalifa*' (God's shadow on Earth) in a lesson on Islam, they saw connections with conservation and climate change: "We should be good role models to younger pupils, setting a good example, by not dropping litter and treating things and people with respect....if you borrow something, put it back where you got it from."

Comments in pupils' books are mainly positive. In several classes, effective marking offers suggestions to further challenge pupils and points to the next step in learning;

further development of this aspect of marking should be encouraged in order to raise standards further. Throughout all Key Stages, pupils speak enthusiastically about Religious Education and feel that lessons are informative and enjoyable. Their work and conversation displays a high level of understanding and knowledge about the taught RE curriculum.

Many opportunities, both formally and informally, are available for parents to meet with teachers. Parents are very positive and supportive of the school and feel well informed about school via newsletters, the 'Wednesday Word' and parents' appointments.

"The school has a warm, welcoming, atmosphere. I feel there is a strong combination of discipline and expectations of high standards and valuing each child as an individual."

"My child comes home after RE and asks some difficult questions... we read the Wednesday Word as a family and enjoy the activities."

The strong home-school-parish links make an invaluable contribution to extending pupils' learning in Religious Education.

### **How well does the RE curriculum meet the needs and interests of pupils?**

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Holy Name is successful and proactive at evaluating the curriculum provision against the needs of the pupils and has introduced a number of initiatives to broaden the scope and depth of the syllabus. A whole school approach is used and appropriate levels of the 'Here I Am' scheme are currently in place in each classroom with 10% of total curriculum time allocated to Religious Education. Through the curriculum and visits and visitors, pupils have a good understanding of other faiths and the older ones can make links between different faiths.

There are excellent geography links with parish charitable work in Timor and pupils are involved in fundraising for CAFOD, Catholic Care, Martin House, Silverdale, St Gemma's, and the Sylvia Wright Trust, throughout the year and are thus given insight into global issues and the World Wide Community. Leaders plan to ensure that pupils are given opportunities to enter into dialogue and collaborate with students from different backgrounds. Pupils are encouraged to investigate, reflect, and develop appropriate skills and attitudes to respond to God's call in everyday life. The residential retreat which is thoroughly enjoyed by Year 5 enables them to be good team members and develop community and individual spiritual and economic awareness as they earn £2 per week to pay for the trip. The 'Activity Fund' ensures that no-one is excluded. They enjoy participating in the wide variety of activities, including street dance, Computer Club for Girls, film, drama and art clubs and the choir have also delighted patients at St Gemma's. The programme for family life, sex education and education in personal relationships is appropriate. Curriculum provision makes an outstanding contribution to pupils' spiritual and moral development. This is supported by strong links with parents, parish and wider community. The school council members are great ambassadors for Holy Name.

## LEADERSHIP AND MANAGEMENT OF RE

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

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The RE coordinator communicates a strong sense of spiritual purpose to teachers and pupils alike, with a focus on nurturing the faith development of the pupils. She supports colleagues, has monitored the quality of teaching and learning and standards in RE and now needs to identify the development of RE by analysis of the assessment data; findings of work scrutiny; lesson observations and feedback from the children and staff to draw up an action plan which is clear and focused on continuing to raise standards in RE to inform the School Development Plan. Governors should share in the review and revision of the action plan and contribute to the discussions about it. They have not yet been involved in evaluating the new tracking of progress in RE.

School council representatives attended a governing body meeting, and articulated their aspirations very well. There will be governors attending the school council meeting in the future to consult and feedback. The Parish Priest is a key member of the team, and the governor responsible for RE has begun to have regular meetings and develop ideas for enhancing spirituality.

Resources for RE are good, and the school uses 'The Church's Story' very effectively. Following INSET, commitment from the governing body and staff enthusiasm, resources have been purchased to adopt the recommended course 'The Way, the Truth and the Life' and this will be introduced and evaluated and form part of the RE action plan. The inclusion of all pupils is a central goal based on its belief that all are created in the image of God, and this is very effectively promoted.

## INSPECTION JUDGEMENTS SUMMARY

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

## INSPECTION JUDGEMENTS ANNEX

### OVERALL EFFECTIVENESS

<b>How effective and efficient is the provision of Catholic education in meeting the needs of pupils and why?</b>	<b>1</b>
<ul style="list-style-type: none"> <li>the effectiveness of steps taken to promote improvement since the last inspection</li> </ul>	2
<ul style="list-style-type: none"> <li>the capacity to make further improvements</li> </ul>	1

### THE CATHOLIC LIFE OF THE SCHOOL

<b>How effective are leadership and management in developing the Catholic life of the school?</b>	<b>1</b>
<ul style="list-style-type: none"> <li>how well the governing body fulfils its role in relation to the school's Catholic foundation</li> </ul>	2
<ul style="list-style-type: none"> <li>how effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality care and education</li> </ul>	1
<ul style="list-style-type: none"> <li>the quality of the leadership of the headteacher and senior staff in leading and developing the Catholic life of the school</li> </ul>	1
<ul style="list-style-type: none"> <li>how effectively the Catholic life of the school is monitored and evaluated</li> </ul>	2
<ul style="list-style-type: none"> <li>how effectively leadership at all levels in the school promotes pupils' spiritual and moral development</li> </ul>	1
<ul style="list-style-type: none"> <li>how effectively leadership at all levels in the school promotes and provides opportunities for the spiritual development and prayer life of the staff</li> </ul>	2
<ul style="list-style-type: none"> <li>the impact of the involvement of the clergy and/or chaplaincy team on the work of the school</li> </ul>	1
<ul style="list-style-type: none"> <li>how effectively leadership at all levels promotes the school's contribution to social cohesion</li> </ul>	2
<ul style="list-style-type: none"> <li>how effectively leadership at all levels encourages the positive behaviour of pupils</li> </ul>	1
<ul style="list-style-type: none"> <li>the extent to which pupils' contribute to the school and broader community</li> </ul>	1

<b>How good is the quality of Collective Worship?</b>	<b>2</b>
<ul style="list-style-type: none"> <li>the frequency and quality of the provision for prayer, Collective Worship and liturgical life of the school</li> </ul>	2
<ul style="list-style-type: none"> <li>pupils' response to the school's provision for prayer and worship</li> </ul>	2
<ul style="list-style-type: none"> <li>how well Collective Worship contributes to the spiritual and moral development of the pupils</li> </ul>	2
<ul style="list-style-type: none"> <li>the inclusive nature of the provision for prayer, Collective Worship and liturgical life of the school</li> </ul>	1

## RELIGIOUS EDUCATION

<b>How well do pupils achieve in RE?</b>	<b>2</b>
<ul style="list-style-type: none"> <li>the standards reached by pupils in RE</li> </ul>	2
<ul style="list-style-type: none"> <li>how well pupils make progress in RE, taking account of any significant variations between groups of pupils</li> </ul>	2
<ul style="list-style-type: none"> <li>how well pupils with learning difficulties and disabilities make progress in RE</li> </ul>	1

<b>How effective are teaching and learning in RE?</b>	<b>2</b>
<ul style="list-style-type: none"> <li>the adequacy and suitability of staff to ensure that pupils are well taught in RE</li> </ul>	1
<ul style="list-style-type: none"> <li>how well teaching is used to meet the full range of pupils' needs in RE</li> </ul>	2
<ul style="list-style-type: none"> <li>the effectiveness of planning, monitoring and assessment in RE</li> </ul>	3
<ul style="list-style-type: none"> <li>the extent to which pupils enjoy their work in RE</li> </ul>	1
<ul style="list-style-type: none"> <li>the involvement of parents and carers in their pupils' learning in RE</li> </ul>	2

<b>How well does the Religious Education curriculum meet the needs and interests of pupils?</b>	<b>1</b>
<ul style="list-style-type: none"> <li>how far the RE curriculum meets external requirements</li> </ul>	1
<ul style="list-style-type: none"> <li>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</li> </ul>	2
<ul style="list-style-type: none"> <li>the suitability of family life and sex education, education in personal relationships and citizenship education</li> </ul>	2
<ul style="list-style-type: none"> <li>the extent to which the curriculum in RE contributes to the spiritual and moral development of the pupils</li> </ul>	1
<ul style="list-style-type: none"> <li>how far the RE curriculum promotes social cohesion</li> </ul>	1

<b>How effective are leadership and management in raising achievement and supporting all pupils in Religious Education?</b>	<b>2</b>
<ul style="list-style-type: none"> <li>how effectively subject leaders in RE set clear direction and provide support leading to improvement</li> </ul>	3
<ul style="list-style-type: none"> <li>how effectively performance in RE is monitored, evaluated and improved to meet challenging targets</li> </ul>	3
<ul style="list-style-type: none"> <li>how well equality of opportunity is promoted and discrimination tackled so that all pupils achieve as well as they can in RE</li> </ul>	1
<ul style="list-style-type: none"> <li>how effectively and efficiently RE resources are deployed</li> </ul>	2
<ul style="list-style-type: none"> <li>the extent to which governors discharge their responsibilities in RE</li> </ul>	2