

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 the school is in providing Catholic Education.

2

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

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

OUTCOMES FOR PUPILS

2

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

2

Summary of key findings:

This is a good Catholic Primary school

- Holy Name Primary School is a good school in which the firm beliefs and the deep rooted traditions of the Catholic Faith are lived out in the daily life of the school and the wider parish community.
- The school cannot as yet be judged outstanding as recently introduced improvements require more time to become embedded and the leadership team need to be able to evidence that they can maintain excellent leadership when the support of the IEB is removed.
- Strong links have been forged between St Mary's Horsforth and its Teaching School. This networking has greatly benefitted the pupils and has brought about rapid improvements.
- The team has been strengthened by the recently appointed and experienced Executive Headteacher. He has only been in post since January but has already made inroads into further strengthening the overall effectiveness for the provision of Catholic Education at Holy Name.
- The recently appointed Y3 teacher is becoming extremely effective in his role as RE Co-ordinator. He has received support from the Teaching School and the Bishop Wheeler Catholic Multi Academy Trust (BWCMAT) members.
- All staff are fully committed to the Catholic Life of the school and have worked hard to provide excellent care and support for all pupils.
- High quality Collective Worship (CW) is central to the life of the school and is a key part of every school celebration. It is a major strength of the school and pupils play an active role in the preparation, delivery and development of CW.
- The Parish Priest and assistant priest work closely with the Senior Leadership Team (SLT), teachers and teaching assistants.

- Pupils are extremely polite and helpful to visitors and this goes hand in hand with the way in which they show their care and respect for others.
- Teaching is mainly good, some is outstanding and none is inadequate.
- There is clear evidence that the Catholic mission of the school is visible and prioritised each and every day. To walk around the school, talk to the children and observe the interactions between all members of the community is testimony to the school's mission.
- Certain recommendations for action from the previous S48 inspection have been fully implemented and others are currently being addressed.
- The IEB have ensured that the school fully meets the Bishops' Conference requirements. All canonical and statutory duties are fulfilled.

What the school needs to do to improve further

- In order to further improve standards of teaching and learning, share the existing outstanding classroom practice across the school and give opportunities for teachers to observe outstanding practice in other schools.
- Increase the number of pupils who attain level 3 at KS1 and level 5 at KS2 by using challenging intervention programmes. These should be tailored to the RE levels thus resulting in a greater number of pupils making more than two levels of progress at the end of both key stages.
- Continue to develop the assessment systems in RE so that all staff are better informed about pupil attainment and progress.

Information about this inspection

The Inspection of Holy Name 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 Diocesan Administrator 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 2012).

The inspector reviewed in detail the following aspects:

- The extent to which the key issues for action identified in the previous S48 RE Inspection have been addressed.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of teaching and the responses the children make in RE lessons.
- How well pupils achieve and enjoy their learning in RE and participate in the liturgical life of the school.
- How good outcomes are for individuals and groups of pupils in RE, particularly those pupils who require extended challenges in order to ensure maximum progress.
- The quality of Collective Worship (CW) provided by the school and how well pupils respond to and participate.
- The effectiveness of leaders, governors and managers in promoting, monitoring, evaluating and developing Catholic Education at Holy Name by establishing the accuracy of the school's self-evaluation systems.

The inspection was carried out by one inspector over one and a half days.

- 5 lesson observations took place and 3 acts of CW in Y1 and Y5 and a KS2 assembly led by Y3 children were observed with the RE Co-ordinator.
- Meetings were held with the head teacher, IEB members, Parish Priest, the RE Subject Leader, teaching and support staff, parents and pupils.

A comprehensive sample of evidence covering the RE/Catholic Life of the school was made available. This included:

- RE Co-ordinator File;
- Policies and documentation;
- The school's monitoring and tracking files to show pupil progress and attainment data;
- Year Group RE Files;
- RE moderated work portfolios, samples of pupils' work of excellence, examples of marking;
- Recent monitoring visit reports;
- RE action plans were also scrutinised;
- Displays in classrooms and around the school and photographic evidence of activities throughout the liturgical calendar year to show special themed work which has taken place in school and in the local community.

Information about this school

- The school is due to convert to an academy 1st August 2015 and join the BWCMAT from which an IEB has been formed.
- Since the last inspection there has been a significant change of staffing.
- Holy Name is an average sized primary school on the northern outskirts of Leeds with a current PAN of 30. Of the 197 pupils 84% are Catholic and live mainly within the parish boundaries of The Holy Name of Jesus. The school has no nursery and children come from a wide range of settings.
- An independent Before and After School Club is run on the premises.
- The number of pupils on the SEN register is slightly above the national average and those eligible for Pupil Premium is below the national average. The proportion of pupils for whom English is an additional language is also below the national average.
- The school works closely with the parish and the priests. There are class, KS and whole school Masses either in school or at church attended by members of the parish.
- The majority of the pupils leave Holy Name and transfer to Cardinal Heenan High School. Links between the school and high school continue to be developed. The Leeds Catholic Community of Schools' Partnership is now formalised through a Memorandum of Partnership and includes 7 primary schools.
- There are currently 7 full time and 2 part time teachers, of these, 5.8 fte are Catholics and 3 hold the CCRS. 7 teachers teach RE for a total of two hours per week. Several staff have been involved in the 'Stepping Stones' programme delivered by the previous head.
- Pupils are taught in single year groups.
- The external profile of the school building has recently undergone changes to make its Catholic presence more noticeable in the community by redecoration and new signage which promotes the school colours of purple and yellow.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are good.

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	2
How well pupils achieve and enjoy their learning in Religious Education.	2
How well pupils respond to and participate in the school's Collective Worship.	1

- Holy Name is an extremely welcoming school. The outcomes for pupils at Holy Name are good with many areas that are outstanding. A strong Catholic ethos permeates the whole school and the very powerful feeling of belonging is felt by everyone connected to the school throughout the parish and wider community.
- The parents, pupils and staff are proud of their school and its long standing reputation for the quality of Catholic Education that has been provided to families for several generations. Many parents who were former pupils of Holy Name choose to have their children educated at Holy Name. They specifically want them to experience the same faith journey which formed their own early Catholic life.
- The priests, staff and members of the IEB have a clear vision of the nature of a Catholic School. Pupils take full advantage of the wide range of opportunities the school provides for their personal and spiritual development.
- Adults and pupils treat each other with high levels of respect and pupils know the consequences of unacceptable behaviour. Rewards and sanctions are clearly displayed around the school and pupils respond extremely well to the positive nature of the Behaviour Policy and take full responsibility for their actions. As a result of this, pupil behaviour is consistently good and in the main is outstanding due to good quality teaching and the positive behaviour strategies observed in all classes.
- Pupils and parents say how much they appreciate the 'Buddy' System whereby the Y6 pupils help younger pupils to settle into school and support them throughout their first year at school. One of the pupils in Y4 commented that at Holy Name we are, "*Like one big family, we look after each other, we love one another as Jesus taught us to and we are very happy here.*"
- Pupils recognise the needs of others within and beyond the school and how the gifts of the Holy Spirit can influence modern day life. The Y6 pupils in an observed lesson found such examples using newspaper articles and the BBC website.
- All of the pupils display their care for those less fortunate than themselves through the regular celebration assemblies with a distinct focus on providing help for others. The Advent Assembly involves all pupils bringing a gift which is then sent to Catholic Care, Harvest donations go to the Homeless and fundraising events support The Good Shepherd and CAFOD. There are many opportunities for pupils to lead and take responsibility for activities which benefit and include the community. The School Council is keen to develop this further.
- Pupils are able to demonstrate their respect to the ingrained Catholic traditions of the school by their involvement and attendance in parish and community events.
- The new electronic pupil tracking, monitoring and evaluation system used in Literacy and Numeracy is also used in RE to maximise the progress and attainment of individuals and groups of pupils. Data shows that most groups of pupils are now making at least good progress and that the improvements in RE are moving at the same pace as in Literacy and Numeracy. Underperformance has been identified and has been addressed through planning, the use of driver words and more focussed assessment tasks which are linked to the levels of attainment.

- Electronic tracking shows that most groups of pupils make at least good progress and some make outstanding progress. Current data analysis carried out by the RE Co-ordinator shows that the standards pupils have achieved in RE at the end of this Summer Term are on an upward trend, particularly showing an increase in those predicted to make three levels progress and more for the forthcoming year. Teachers need to extend the targets of higher ability pupils by setting more challenging activities in the lesson to enable maximum progress to be made and to use the extra support in the classroom to target those groups of pupils who are at risk of under achieving.
- The EYFS teacher has devised her own baseline assessment and has been able to show that given the low starting points of some pupils, the majority are reaching secure age related expectations. Due to the high quality of teaching, planning and assessment in the Reception Class, many are exceeding expectations.
- The whole school mapping grid for RE is now more rigorous and enables the RE Co-ordinator to be very clear about standards throughout the school and to identify those pupils who are on track to make accelerated progress. The school recognises the need to identify and support specific groups of pupils, particularly, the high ability group. All groups of pupils are keen to do their best and are enthusiastic about their learning in RE. Response partner conversations and discussions are vibrant and display good behaviour for learning.
- The quality of work in the RE books is improving due to the new planning systems, marking scheme and drive to improve presentation. The range of ways in which the teachers enthuse pupils and motivate them is innovative. The Y2 teacher creatively used a power point presentation with Lego figures telling the story of St Peter's imprisonment. Pupils then went on to use ipads to create their own videos using music, photos and dialogue to produce some outstanding examples of ways in which to retell the Gospel story.
- CW at Holy Name takes a number of different forms and always involves pupil participation. KS2 plan, deliver and evaluate their CW and take responsibility for the readings, intercessions, music, activities, power-points and setting up of the RE focus tables to invoke a strong response from the pupils. These are age appropriate and follow the rites and practices of the Catholic Church. Gospel readings are greeted with the sung 'Alleluia' and give the pupils the opportunity to reflect through quiet contemplation.
- The Music Co-ordinator has securely embedded the structure for planned liturgies and Holy Mass through regular review and planning meetings with the Parish Priest at the beginning of each term. KS2 pupils are able to sing the Mass of St Luke, the responses in Latin and a wide repertoire of modern and traditional hymns. Weekly hymn practice incorporates a session for pupils to learn the structure, meaning and responses of age appropriately planned Masses to ensure that all pupils have a good understanding of the Eucharist and are always actively involved.
- CW engages all pupils and inspires in them authentic responses which are reflected in pupils' beliefs and behaviour in the wider school environment. The children experience a wide range of prayer opportunities ranging from whole school prayers to more reflective personal prayer time.
- Parents expressed their appreciation to the school for the excellent spiritual and moral development it provides for their children and for the strong Catholic ethos the school constantly provides.

"Children are well-taught about morals and to respect themselves and each other."

The provision for Catholic Education is good.

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils' learning.	2
The quality of Collective Worship provided by the school.	1

- The teaching is good, some is outstanding and none is inadequate. Where teaching is outstanding, the teachers use in-depth subject knowledge to support and extend the learning of the more able pupils which significantly enhances their progress. The school needs to share the outstanding practice and allow teachers to observe further examples of outstanding practice in other schools within the Partnership and Teaching School to move more of the good lessons to outstanding.
- In the lessons observed, good and imaginative use was made of a wide range of resources including ICT. The skilful use of open ended and probing questions encouraged lively response partner dialogue and enabled the children to respond effectively and confidently. In a Y5 lesson, the pupils were given information from other faiths to explore and find differences and similarities to Catholic beliefs and understanding of the Christian Faith. The children thoroughly enjoyed the activity and were very reflective whilst engaging with their response partners to create thought provoking discussions and debate.
- All RE lessons are made to feel special by the lighting of a candle at the start to remind the children that Jesus is present, listening to some calming music and the saying of a short prayer. All classes have a well-resourced worship area and liturgy boxes containing cloths of the liturgical colours, candles, artefacts, CDs and pictures. When questioned, all pupils from Reception to Y6 knew the reason for the different colours of cloths that are used throughout the year.
- In the best lessons the teaching is inspirational and creative activities are used to engage and motivate the pupils to produce work of a high standard and make good progress. Lesson objectives are shared and discussed with the class and the children are aware of what they are learning.
- The entire staff is committed to providing not only the best education possible for the children in a safe, secure environment, but also a fulfilling and enriched faith experience where they can abide by the school's mission statement of 'Loving, Learning, Living Together in Faith'. Pupils are able to demonstrate their respect for the ingrained Catholic traditions of the school by their involvement and attendance in parish and community events.
- Children's work is marked on a regular basis and feedback is given which provides each child with the 'next steps' in their learning. Pupils were keen to explain to the Inspector how the targets helped them to improve their work and how useful they found them. Work highlighted in green means that they have achieved the learning objective and comments written in pink must be addressed by pupils at the start of the next lesson. These constructive comments give pupils the opportunity to correct any misconceptions, to further extend their thinking skills to move to the next level and know what they need to do to improve their work.
- The support staff at Holy Name are committed in their work. To have a more positive impact on the quality of learning through their contribution in the lessons, they need to be given clear direction as to which group they are to support in order to engage the pupils they are working with, so that good progress is made.
- Collaboration with other schools gives access to specialist provision for those pupils with learning difficulties and those on the G&T register. The Summer term assessment data indicates the positive impact of this partnership work.

- The school uses the Diocesan approved RE scheme 'The Way, the Truth & the Life', (TWTL). All teachers are responsible for administering and levelling the RE assessment tasks and have been receiving excellent support from the RE Co-ordinator. Regular moderation of assessed pieces of work is carried out with other RE Co-ordinators from the North Leeds Cluster Group and Teaching School. The school needs to extend this to involve all staff and that regular monitoring and evaluation of the process takes place to standardise judgements.
- School pastoral systems are well established and as a result, relationships between children, parents and staff are exemplary and a real strength of the school. The school is committed to the development of the whole child as lived out in the Mission Statement. The Mission Statement is highly visible throughout school and it remains the driving force behind everything that goes on in the school. The Nurture Room is permanently staffed by the Learning Mentor and her work is having a positive impact on pupil performance.
- The RE budget is in line with other core curriculum areas and additional funding has been allocated to RE this year to enhance provision.
- Pupils are given every opportunity to expand and explore their faith on a day to day basis. To further support the RE curriculum and promote pupils' learning, the school arranges a number of out of school visits including a 3 day residential retreat to Myddelton Grange.
- CW is central to the life of Holy Name and a key part of every celebration. The Celebration of the Eucharist is seen as the heart of the school and the Music Co-ordinator is currently developing enhanced liturgical music using a wide range of genres to motivate pupils into a greater involvement, understanding and enjoyment of their faith.
- The RE curriculum provides good opportunities for Social, Moral, Spiritual and Cultural development and is enhanced by the Sex Education Relationship scheme 'In The Beginning' which has been approved by the Diocese. Parents are happy with the way in which the subject is taught and are involved in the process.
- CW is closely monitored by the RE Co-ordinator to ensure the highest possible quality is maintained. The school uses the 'Pray Together' scheme which provides a clear structure and content in accordance with the liturgical calendar. Staff review provision for RE and CW at specific staff meetings throughout the year. The results are relayed to the priests of the parish who are invited into school to support in lessons and liturgical celebrations.
- Throughout all liturgies, there is a calm, spiritual atmosphere and creative use is made of music, visual aids and gospel readings to successfully develop the Catholic Life of the school.
- There has been a focus on improving the Catholic imagery and displays around the school. They have been greatly enhanced following the involvement of the RE Co-ordinator from the Teaching School and the recently appointed RE Co-ordinator at Holy Name. These are having a positive impact.
- The children are given opportunities to actively participate in a wide range of worship. The school choir regularly leads the singing at Mass in church and school assemblies.

The Leadership and Management are good.

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	2
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- The school currently has an IEB in place. Many of the members have a significant role in the community and together with the recently formed leadership team, show commitment to the Church's mission in education. They are aware of the major strengths of the school and those areas for development and both support and challenge the school.
- The Chair of the IEB actively promotes the school's strong Catholic identity. He is energised by the task and is a source of inspiration for the whole community. He is a regular visitor in school and has worked closely with the RE Co-ordinator.
- The Executive Headteacher, who has been in post since January, has a clear vision and is able to focus on what the school needs to do to ensure rapid improvement. He has been instrumental in raising standards and introducing good practice which needs to become fully embedded. The SLT is now an effective team working together for the common good of the school.
- The Executive Headteacher leads by example, promoting and providing the drive to further improve standards to make certain that the best possible Catholic Education is offered to the pupils at Holy Name.
- The SLT has been strengthened by the recent appointment of an RE Co-ordinator who has made inroads into the improvement and future development of RE. He is passionate about Catholic Education and is deeply committed to his role of RE Co-ordinator. He clearly demonstrates this through his professional drive and determination to ensure that RE and the Catholic Life of the school will continue to move forward. The evidence is that that he is having a positive impact on the Catholic Life of the school.
- The Deputy Head, as a member of the Senior Leadership Team works closely with the Head teacher to ensure that the RE curriculum and the Catholic Life of the school remain at the heart of its ethos, mission and purpose.
- All staff share the school's mission and understand their role in promoting the Catholic Life of the school and say that they have benefitted from the opportunities they have had to network with other schools in the Academy Trust.
- A detailed RE action plan is in place which leaders and IEB members monitor and evaluate to ensure continuous improvement in RE, Worship and the Catholic Life of the school.
- The priests are extremely supportive of the school and keen to work closely with all staff to celebrate traditional liturgical events. They work with the leadership team to put in place a structured response to the liturgical year and calendar meetings are held in order to plan Masses and services. Together they maintain the strong school parish links.