



# Archdiocese of Birmingham

## Section 48 Inspection Report

### **OUR LADY AND ST KENELM CATHOLIC PRIMARY SCHOOL**

Bundle Hill, Halesowen, West Midlands, B63 4AR

Inspection dates:

22<sup>nd</sup> and 23<sup>rd</sup> May 2018

Lead Inspector:

Debbie Huxtable

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#### **OVERALL EFFECTIVENESS:**

**Outstanding**

Catholic Life:

Outstanding

Religious Education:

Outstanding

Collective Worship:

Outstanding

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*Overall effectiveness at previous inspection:*

*Outstanding*

#### **SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS**

This is an Outstanding Catholic school because:

- All members of the school community are deeply committed to the development of Catholic Life, Religious Education and Collective Worship at Our Lady and St Kenelm School.
- Pupils, staff, parents and governors all contribute to a planned and systematic evaluation of Catholic Life and the mission of the school.
- Staff are passionate about Religious Education and have high expectations of pupils who respond with enthusiasm and commitment.
- Governors have a clear understanding of their role. They are totally committed to the school and have robust systems in place to both support and hold the school to account.
- Assessment and moderation of Religious Education is embedded in the school cycle of self-evaluation and there is clear evidence of impact on achievement.
- Pupils demonstrate very high levels of reverence and respect during all opportunities for Collective Worship but especially during the whole school celebration of the Mass.
- Pupils of all ages confidently and competently, plan and lead Collective Worship.
- The headteacher is an outstanding role model. She leads the school with joy, commitment and high expectations.
- All recommendations from the previous inspection and monitoring visit have been met by the school.

**FULL REPORT****What does the school need to do to improve further?**

- Develop Collective Worship by providing pupils with spiritually uplifting experiences through creative use of contemporary hymns and songs, atmospheric music, and meditation.
- Promote pupil and family attendance and engagement at Mass within the parish, by developing a junior ministries programme as part of the sacramental preparation for Confirmation.

**THE CATHOLIC LIFE OF THE SCHOOL**

The quality of the Catholic Life of the school.	<b>Outstanding</b>
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.**

- Pupils know and understand their mission statement, 'Bringing out the best in everyone, for the benefit of all, in the Spirit of Christ.' They see it as central to the life of the school and they feel that it governs and dictates everything they do.
- The Catholic Schools' Pupil Profile (CSPP) has been effectively integrated into the Catholic Life of the school through assemblies, lessons and displays. Pupils of all ages can articulate the meanings of the values and how they influence the way they live their lives.
- The school has a highly welcoming and extremely engaging Catholic environment. School leaders and staff have worked hard to ensure that the Catholic character of the school is evident throughout and is at the heart of all development of the site.
- Displays around the school and in the classrooms are of a high standard and reinforce the Catholic identity of the school, as well as providing pupils with resources to support their learning.
- Self-evaluation of the Catholic Life of the school is rigorously planned, well integrated and involves school staff, parents, children and the parish priest.
- Pupils appreciate and value the Catholic Life of the school and contribute formally to evaluation through pupil surveys, liturgy leaders, Minnie Vinnies and the school council. Pupils speak confidently about their contributions to improvements and the willingness of staff to listen to their views and ideas.
- The school is a happy and joyful community where pupils demonstrate high standards of behaviour and feel valued and respected by each other and staff.
- Through an annual vocations week and a variety of well planned activities, pupils have a good understanding of vocations and the call to serve.

- Senior leaders actively seek opportunities for pupils to express their views and ideas. school council, liturgy leaders, Mini Vinnies, Diana Ambassadors and the eco team all have a voice within the school and meet regularly with staff and senior leaders.
- The introduction of Mini Vinnies has been a great success and is an exciting example of what pupils can achieve. Approximately 25% of all pupils in the school are involved with the Mini Vinnies and the impact of this initiative is evident both in school and in the parish.
- Pupils are acutely aware of the needs of others and have a good understanding of why they want to help those less fortunate than themselves. Charities such as CAFOD, Macmillan, Young Carers and the Good Shepherd benefit from fundraising activities. One pupil summed this up particularly well when she said, "God has no hands, so we try to do what He wants."
- Pupils are proud of their school and feel safe. They feel that expectations are high but leadership, staff and pupils are fair and treat all pupils equally.
- Although the school is situated some distance from Our Lady and St Kenelm Church, relationships with the parish are good. The school has an excellent reputation in the parish. Parishioners are very proud of the school and all that it achieves.
- Fr Bruce, the parish priest, is a regular visitor to the school and pupils see him as a positive role model and someone they like to talk to.
- Pupils are prepared in school to receive the sacraments and there is a programme of regular meetings to inform and support parents. Although this is well attended, the school could look at ways of sustaining this enthusiasm and encouraging pupils and their families to attend Mass beyond the sacramental preparation programme. Providing pupils with roles or ministries within the parish would also strengthen links with the parish and provide opportunities to further develop relationships with parishioners.
- Staff are highly committed to the Catholic Life of the school and all believe they have a role in developing it. Many are practising Catholics and are a true witness to their personal faith. They have a clear understanding of their own vocation and a belief that they have been called to serve. As one member of staff explained, "Children here bring out the best in us."
- Pastoral care of pupils is outstanding with all staff feeling responsible for the well-being and welfare of pupils.
- Pupils and their families are well supported through nurture provision, a family support worker, highly trained staff and close liaison with outside-agencies. Many staff go that step further and provide individual and personal support.
- Pupils' knowledge of their class saints and other key saints of the Church is very good. Pupils confidently talk about saints who inspire them and which saint they want to be like. Last year, the school identified this as an area for improvement. The subsequent actions they took have had a clear impact on pupils' knowledge.
- The school plans and delivers relationships and sex education using the 'Journey in Love' and supplementing the diocesan programme, 'All that I Am.' Parents are invited to review the content and resources prior to the programme and feedback shows that it is well received.

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

- Outstanding leadership of the school demonstrates a determination to effectively reflect, at all levels, on the distinctive nature of a Catholic school and how that manifests itself in the daily lives of the pupils.
- The headteacher has a clear and focused understanding of her role as leader of Catholic Life. Her enthusiasm and drive are infectious, and she is highly skilled at working with all members of the school community, to ensure that the pupils' experience of Catholic Life is rich and meaningful.
- Governors are highly committed, have a clear and robust vision and know the school well. They are highly dedicated to the school's mission and effectively support and challenge the school.
- The Catholic Ethos Committee draws together representatives from different roles within the school community. The agenda is drawn from all aspects of Catholic Life and there is evidence that it has had a significant impact on outcomes for pupils.
- Catholic Life development has a high priority for Governors and they are actively involved in the evaluation process. Formal and informal reports, audits and information gathering means they are well informed and able to make significant contributions.
- Leadership is highly committed to the further development of all staff both professionally and personally. Staff are encouraged to take advantage of all professional development opportunities provided by the diocese, to further develop their skills and expertise.
- Pastoral care of staff is given a high priority. Staff feel cared for by each other and also by leaders. They appreciate opportunities to reflect on their own faith and spirituality through retreats and praying together.
- The school uses a variety of strategies to engage and inform parents, including those who are sometimes hard to reach. The school website, newsletters, twitter and Parents in Partnership meetings all reinforce the Catholic nature of the school.

### **RELIGIOUS EDUCATION**

The quality of Religious Education.	<b>Outstanding</b>
How well pupils achieve and enjoy their learning in Religious Education.	Outstanding
The quality of teaching, learning and assessment in Religious Education.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	Outstanding

### **How well pupils achieve and enjoy their learning in Religious Education. The quality of teaching, learning and assessment in Religious Education.**

- Teachers have excellent subject knowledge and are enthusiastic about how they can inspire and motivate pupils in their lessons. Less experienced staff feel they are well

supported. They can seek advice and help from the headteacher and other members of staff.

- Pupils are productive during lessons and use a variety of ways of recording and applying their skills. This is reflected in the high standards achieved in their books, which is similar to expectations in other subjects.
- Teachers plan using the diocesan schemes of work but also supplement this to meet the needs of pupils. This results in a stimulating and engaging Catholic curriculum.
- A baseline assessment is completed as pupils enter the school. This enables the school to review provision in line with the growing needs of the pupils, as many enter school with very limited knowledge of religious artefacts or prayers.
- Progress in early years is rapid and by the end of their Reception year most pupils are at least in line with diocesan expectations. This rapid progress continues through both key stages and attainment by the end of key stage 2 shows an upward trend with a large majority of pupils exceeding diocesan expectations.
- Lessons about equality and diversity are a key aspect of the curriculum and children respond positively to their learning about other faiths, religions and cultures. Pupils enjoy visiting other places of worship. They can explain how these visits make them think about how we must respect all people, irrespective of our differences.
- Effective questioning by staff during lessons is a strength of the school. Staff pose open ended questions that probe pupils' knowledge and understanding. They actively encourage pupils to question themselves and pose the question, "What does this mean for me?"
- Pupils enjoy their Religious Education lessons and can relate previous learning to new and more challenging tasks. Observations and interviews show pupils are keen to learn, can work collaboratively or independently and enjoy discussing the key messages of the Gospels.
- Marking and feedback in Religious Education books is in line with other core subjects and pupils know how to improve their work. Teachers provide challenging questions that encourage deeper learning and asks pupils how they will apply this learning to their own behaviours.
- Support staff provide high quality input, have good subject knowledge and are well deployed to support pupils' learning. They question skilfully to extend learning and clarify misconceptions.
- Behaviour in lessons is outstanding and shows that pupils are highly motivated and enthusiastic about their learning. They want to learn and like to be challenged to do better.
- Regular moderation within school and with other schools ensure that teacher assessment is accurate and senior leaders can have confidence in teachers' judgements.
- Pupils have an excellent knowledge of bible stories and enjoy using the Bible in lessons. In key stage 2 pupils confidently make links between stories and can apply their learning to how we should live our lives today.

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

- Leadership at all levels in Religious Education is outstanding and ensures that all members of the school community have high expectations and are constantly striving for excellence.
- Leaders and governors ensure that Religious Education meets the requirements of the Bishops' Conference and that it has full parity with other core subjects.
- The governing body regularly receives reports on achievement and progress from the headteacher and this feeds into the self-evaluation cycle.
- The link governor for Religious Education is very well informed and meets half termly with the headteacher to review data, take part in learning walks and conduct work scrutiny.
- Tracking and analysis of pupil performance is embedded across the school. Trends and cohort data is reviewed and analysed by the headteacher and senior leaders on a termly basis to ensure that outcomes are at least good.
- Religious Education is rigorously monitored in line with other core subjects. There are regular and planned lesson observations, drop-ins and work scrutiny. Outcomes are reviewed with all staff so that professional development within school can be planned to support and challenge individuals and groups of staff.

### **COLLECTIVE WORSHIP**

The quality of Collective Worship.	<b>Outstanding</b>
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.	Outstanding

### **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 pupils and staff respond with enthusiasm to being part of a prayerful community.
- Pupils conduct themselves with high standards of reverence during the weekly celebration of Mass. They sing well and with enthusiasm but would benefit from a more extended repertoire that includes more contemporary and age appropriate hymns and songs.
- Staff briefings begin with a meaningful prayer service led by individuals or groups. This is greatly valued as an opportunity for personal growth and reflection.
- Pupils know, understand and use daily the formal and traditional prayers of the Church appropriate to their year groups.
- Acts of Collective Worship are varied and engage pupils' interest. Most follow the cycle of the liturgical year such as Stations of the Cross during Lent, but opportunities are also taken to reflect on contemporary issues.
- Lunchtime Bible Club takes place every week and was initiated by a small group of Year 3 & 4 Liturgy Leaders. Activities include, a reading from the Bible, questions

about the reading linking it to the school mission statement and age-related prayers. It is well attended and is an excellent example of pupils taking the initiative and leading worship with confidence and resourcefulness.

- Pupils planning and leading Collective Worship in their classrooms is embedded across the school. Even the youngest pupils are skilful and confident at saying prayers, reading from the Bible and choosing songs.
- Staff are highly skilled at helping pupils to plan and deliver quality worship. The next steps are to help pupils use liturgical music, contemporary hymns, silence and meditation to create a more spiritually uplifting experience.
- The school has further developed the use of prayer bags and there is now at least one per class. These are enjoyed by pupils and highly valued by parents as a means of supporting and providing a focus for their prayers at home.
- The school offers opportunities for parents and carers to attend Mass and Collective Worship in school. They would like to increase the attendance of adults at these times of prayer and are reviewing new ways of encouraging their participation.

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

- Leadership of Collective Worship is outstanding. The headteacher and staff are constantly reflecting on their practice so that they can creatively develop pupils' experiences of high quality liturgy.
- Some governors regularly attend Mass and other liturgies. They then feedback to the rest of the governing body, both formally and informally, so that all are well informed of the high-quality experiences pupils receive.
- Staff are skilled at teaching and role modelling a variety of techniques and strategies so that pupils can confidently plan and lead Collective Worship in school.
- Leaders and staff have the skills and understanding of the Church's year, its seasons and feasts, to develop meaningful themes for the Mass, assemblies and other liturgies.
- On-going training and support for all staff in developing and delivering Collective Worship is a key component in the leadership of Collective Worship.

### **SCHOOL DETAILS**

Unique reference number	103850
Local authority	Dudley
<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	Primary
School category	Voluntary Aided
Age range	4 – 11
Gender of pupils	Mixed
Number of pupils on roll	211
Appropriate authority	The governing body
Chair	Mr Peter Johnson
Headteacher	Mrs Christine Finnegan
Telephone number	01384 816880
Website address	www.our-lady.dudley.sch.uk
Email address	info@our-lady.dudley.sch.uk
Date of previous inspection	21 <sup>st</sup> May 2013

## **INFORMATION ABOUT THIS SCHOOL**

- Our Lady and St Kenelm's is a one form entry primary school situated in Halesowen on the edge of Birmingham, West Midlands.
- The percentage of Catholic pupils is currently high at 88%.
- The percentage of pupils from disadvantaged backgrounds 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 age-related expectations.
- The headteacher took up the post in January 2014 and there has been significant changes to the membership of the Governing Body.

## **INFORMATION ABOUT THE INSPECTION**

- The inspection was carried out by one Diocesan Inspector.
- 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 inspector observed teaching across seven Religious Education lessons to evaluate the quality of teaching, learning and assessment. Some of these lesson observations were conducted jointly with senior leaders.
- The inspector 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, three other governors, the headteacher who is also the Religious Education lead, the parish priest, staff and parents.
- The inspector attended a whole school Mass, examples of Collective Worship and undertook a learning walk to look at the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspector reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Religious Education action plan and teachers' planning.