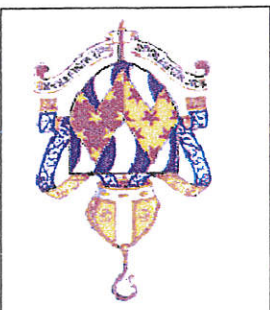


DIOCESE OF MENEVIA

Inspection Report on the Religious Dimension of the School



Holy Name Catholic Primary School
Vergam Terrace, Fishguard

Head teacher: Mrs Shelagh Robb

Reporting Inspector: Sister Angela Murray OSU

Accompanying Inspector: Mrs Caroline May

Inspection dates: 7th & 8th July 2014

Chair of Governors: Mrs Breda Griffiths

Type of School: Voluntary Aided Primary School

Age range of pupils: 4 – 11 years

Number on roll: 137

Date of previous inspection: 1st July 2008

School Address: Vergam Terrace, Fishguard, Pembro

Tel. No: 01348 872506

Email address: admin.holyname@pembrokeshire.gov.uk

Parishes served: Holy Name, Fishguard

Local Authority: Pembrokeshire County Council

Canonical inspection under Canon 806 on behalf of the Diocese of Menevia and inspection
of denominational education under Section 50 of the Education Act 2005.

During each inspection inspectors aim to answer three key questions:

Key Question 1: How good are outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on prospects for improvement.

Judgement	
Excellent	Many strengths, including significant examples of sector leading practice or practise that is both consistent and highly effective.
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The table below shows the terms that Diocesan inspectors use and a broad idea of their meaning. It is for guidance only.

Proportion	Description
With very few exceptions	Nearly all
90% or more	Most
70% or more	Many
60% or more	A majority
Close to 50%	Half/around half
Below 40%	A minority
Below 20%	Few
Less than 10%	Very few

Copies of this report are available from the school and from the diocesan website: Dioceseofmenivia.org

Context

Holy Name Catholic Primary School is located in the harbour town of Fishguard on the coast of Pembrokeshire. The school serves the Catholic population of Fishguard and Goodwick, and its surrounding area. The school is situated in close proximity to the Catholic Church. The school is a popular school, being oversubscribed, and provides a Catholic education for those of the faith as well as for those from other Christian denominations. The Mission Statement of the school "Be happy and keep the faith" is central to the life of the school.

Holy Name caters for pupils aged 4 – 11 years. There is no nursery provision at the school. However, many of the pupils attend the same preschool provision locally before attending Holy Name. There are currently 137 pupils on roll: 61 (44%) are baptised Catholics, with 72 (52%) of other Christian denominations and 4 (3%) of other faiths.

In recent times the school has admitted pupils from other ethnic backgrounds where more than one language is spoken. No pupils come from a Welsh speaking background and English is the predominant language of 94% of pupils. There are no refugees, asylum seekers or travelling children attending the school.

Currently 12.40% of pupils are eligible for free school meals. No pupils are removed from religious education lessons or collective worship. The pupils represent the full ability range. On the Special Education Needs register 14 pupils are considered for 'School Action' with 9 pupils for 'School Action Plus' and a further 4 pupils in possession of a statutory statement, bringing the total to 27 (21%) of the overall number.

Of the current Foundation Governors only 3 were in place at the last inspection with the exception of the LA governor representative. Staff changes have taken place as the Deputy Headteacher retired after 13 years. A new management structure was put in place with the current Head Teacher and two experienced practitioners holding TLR for additional responsibilities. Many changes have also taken place at Foundation level with maternity cover and an opportunity to move from upper Foundation phase to Reception class. There are 6 full-time teachers including the Headteacher and 2 part-time teachers. Of the 6 teachers 4 are catholic and are in possession of the Catholic Certificate in Religious Studies. In addition there are 7 learning support assistants of whom 1 is catholic. The Headteacher, who is also the RE Co-ordinator, has been responsible for implementing the new "Come and See" religious education programme since September 2013.

The school's achievements include:

Development of Outside learning area

Greta's Garden

Partnership with St Joseph's School, Uganda

Summary

How effective is the school in providing Catholic education?	Good
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The school provides a good Catholic education due to:

The overall quality of teaching in RE was good.
Pupils were well behaved, interested and enthusiastic.
Interaction of pupils in the classrooms and playground was very good.
The implementation of the new religious education programme "Come and See" shows good pupil progress generally.
The high standard of pastoral care.
The well-being of each child is a high priority.

What are the school's prospects for improvement?	Adequate
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The prospects of improvement are adequate. Whilst recognising that the teaching is good, nevertheless the school needs to address:
Evidence of "whole school" policy in the planning and assessment of RE
Commence the required portfolio for Religious Education in September 2014 as identified in the School Development Plan.
Engage and involve the whole Governing Body in "Come and See".

Recommendations and Required Actions

What does the school need to do to improve further?

- R1. Make sure the pupils are aware of the lesson objectives. Each pupil to write "lesson objective" on their written work in order to assess.
- R2. Follow the planning template for all schools as directed.
- R3. Introduce the "formal class assessment template" for each class at the end of each theme.
- R4. The involvement of the link RE Governor to inform, challenge and engage in the "Come and See" programme.

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Progress in addressing the recommendations will be monitored by the Diocese.

Main Findings

KQ1. How good are outcomes?	Good
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In September 2013 the new diocesan recommended programme "Come and See" for Religious Education was introduced on a whole school basis at Holy Name School. The new scheme is used in all classes, and particular arrangements are in place for its delivery in some classes where an exchange of teachers is necessary, as not all are catholic. The quality of pupils' work and their attainment in RE ranges from adequate to good. The quantity of the pupils work varies, and in some cases is not comparable with the other subjects. The pupils apply themselves well and listen to instructions. They move around the classrooms in an orderly manner and show care and consideration for others.

The evaluation process after each theme, is not as yet embedded. The use of ICT recording is of a very high standard, but the recommended assessment sheets are not fully implemented at this stage.

The behaviour of the pupils from the youngest to the oldest is excellent. They come into the hall for assembly in an orderly, quiet and reflective manner. They happily sang "Come and join the circle" as each class moved into their places. The theme of "bridges" - building or breaking of friendship, was clearly understood as was evident in the little mime, sign of peace, together with the final message of the importance of friendship. They are conscious of the need to look after God's world and to give thanks for all the beauties of nature. They pray reverently in a calm reflective manner.

Their conduct in the classrooms, at assembly and on the playground reflected their happiness to be in school and their concern and respect for each other. Clearly the pupils are very well aware of the Mission Statement "Be happy, keep the faith" as this ethos permeates the life of the school. The pupils show a good understanding of right and wrong and are keen to include all. There was no evidence of bullying, rather there was a sense of justice, dignity and respect for all. They have a great awareness of others less fortunate than themselves and responded well to the recent collection of £681.00 for "Mission Together". They also have good knowledge and awareness of "Fairtrade, Catod" and certain aspects of Catholic Social Teaching.

The pupils at Holy Name are interested in their work in RE. They respond well to question and answer time and are not slow to offer their own opinions. Many of the pupils were articulate and mature in the responses they gave, and it was clear that these were valued and appreciated. The pupils worked well as individuals, in pairs and in groups. They are aware of the Church's cycle in the liturgical year and were able to recall the work covered in lent and Easter.

KQ 2. How Good is Provision?	Good
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The "Come and See" programme is used throughout the school since September 2013. The school meets the 10% curriculum time requirement for RE as recommended by the Bishops' Conference. They have embraced the RE scheme with enthusiasm and are successfully incorporating an effective cross-curricula approach, which was evident in most classes. The scheme is providing good opportunities for the spiritual, moral, social and cultural development.

The standard and quality of teaching at Holy Name is good. Different teaching styles and approaches are used and have the desired effect generally. Assessment for Learning (AFL) strategies, incidental Welsh are used consistently. The pace and challenge in the lessons observed is not uniform: a more robust pace is required to challenge learners in a few instances. Where the pace is robust, an enthusiastic response result. A variety of differentiation strategies are used and in most classes it was by outcome. There are many independent learners throughout, and pupils are encouraged to use their ICT skills to assist their learning. Good provision was made for the pupils who required learning support assistance.

The planning of work is sound, though the common formal planning as recommended is not used. In some planning the learning objectives were clear; however, in the lesson delivery the objectives were not written clearly on the white board or in the pupils' books. In the lessons observed, the pupils were encouraged to discuss, in pairs or in groups, and show their religious knowledge, both orally and in their books.

Pupils' books were marked in a positive manner, showing encouragement for good work. In some cases 'a way forward' comment, rather than a tick, would prove beneficial. It was evident that literacy, numeracy and ICT skills are encouraged to be used in RE curriculum work. The pupils' books are well presented but there was a lack of continuity in the work produced. In some classes the output of written work was sacrificed at the amount of work sheets pasted in to the exercise books.

Assessment and tracking of pupils' work is not quite embedded as yet. Currently teachers are assessing on classroom work and oral conversations. There is vast evidence of pupils' work on blogs and the pupils are highly proficient in their technology skills and their ability to articulate the work covered. However, the class assessment sheet at the end of the theme, showing the attainment targets and levels achieved, is not as yet in use. This will further improve output as will the appropriate use of the individual's assessment sheet at the end of the theme. There was no evidence of a portfolio for Religious Education which was recognised by the RE co-ordinator as work in progress.

Prayer and acts of collective worship are integral to the life of the school. There are opportunities for pupils to pray formally and informally. It is anticipated that Greta's Garden be used as a place for quiet prayer and reflection in the future. All the classrooms have prayer corners, displays on their current theme and intention boxes in some classes. There are many religious artifacts around the school, together with some good class held resources to enhance and enrich the delivery of the theme. Sacramental preparation takes place within the school.

The hall, corridors and classrooms have some good displays enhance the appearance of the school. Much has been done to improve the outdoor facilities, including gardening areas, vegetable and flower patches as well as playground equipment.

Holy Name provides good pastoral care and guidance and the pupils are looked after very well. Pupil voice is heard by the very active School Council who take pride in their achievements to date, and make a valuable contribution to the life of the school. They are a capable, articulate group of pupils who show imagination and creativity in their ideas and decisions.

KQ3. How good are Leadership and Management?

Adequate

The Headteacher, who is also the RE co-ordinator, has been responsible for the implementation of the "Come and See" programme. The Parish Priest, who is also a Foundation governor, is currently the link governor for RE. In an interview with the priest, he stated that he is not as yet conversant with the RE programme as he had missed several Governors' meetings. He spoke of his support for the school. Whilst the school is located next to the church attendance of a class at a weekly Mass is not taking place.

Governors fully understand their role in the life of the school and the discharge their statutory and canonical duties effectively. They are very supportive of the school and try to keep abreast of current changes. They are aware of the strengths and challenges of the school. They make a valuable contribution to the life of the school in many ways.

Parents are welcomed at the school and they too show their support in many and varied ways. They are fully informed of the progress that their child is making. The positive response to the Parents' questionnaire affirms their unequivocal support for the school. They are invited to school Masses when they are held and to other liturgical services.

The RE co-ordinator monitors the work in religious education and feeds back to the staff on a monthly basis. Religious education forms part of their Performance Management targets. Monitoring takes the form of class observation on a rota basis. The RE co-ordinator, whilst

a non-teaching Headteacher, takes Class 4 for RE herself. However, during inspection she was taken ill and her class was taken by another teacher.

Self-evaluation reviews form part of the RE monitoring and there was input from staff and governors alike for the school's Self Evaluation Report. The Governors receive reports on a termly basis and occasionally sit in as observers in RE lessons. There is strong team work between teachers and governors and relationships between them are very positive.

The school participates actively in forging links and partnerships with other organisations. There is also a good system for transition of Year 6 with the Comprehensive School. There is a positive approach for all pupils to be included and staff and pupils respect difference and there is equal opportunity for all.

Appendix 1

Responses to parent questionnaires

53 parents / carers returned the questionnaires distributed.

The majority of the parents who returned the forms were very supportive of the Catholic ethos of the school. All were made feel welcome and encouraged to participate in school activities. They were satisfied with the progress their children were making and their children were happy at school. They commented on the good behaviour, the respect shown to others, and the positive attitudes of the pupils. Others were conscious that the spiritual and moral principles taught in Religious Education were sound and enabled their children to develop well. Parents were proud of their children and felt secure that the school provided a safe, family and community environment for their children.

Parents/carers made the various comments:

"the best school in the area"

"has a great reputation"

"good ethos, pupils are kind and considerate to one another"

"nurturing atmosphere, excellent moral framework"

inspection.

The diocesan inspectors wish to express sincere thanks to the governors, head teacher, staff, pupils and parents and also to the ESTYN registered inspector and inspection team for the courtesy and co-operation received during the

- The school's self-evaluation reports and other relevant documentation
- Meetings with the Head teacher /RE Co-ordinator
- Meetings with Parish Priest/link Governor for RE, Chair of Governors
- A meeting with parents
- Parent/carer questionnaire returns
- Lesson observations
- Scrutiny of planning and assessment
- Scrutiny of pupils' work
- Scrutiny of displays and prayer foci
- Attendance at whole school acts of worship
- Discussions with pupils
- Discussions with teaching staff
- Discussion with School Council

Evidence Base

Appendix 2