

**SALFORD DIOCESE
INSPECTION REPORT**



HOLY NAME

ROMAN CATHOLIC PRIMARY SCHOOL

Denmark Road Moss Side Manchester M15 6JS

Inspection date October 2007

Reporting Inspector Mrs. Pamela Parden

Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School	Catholic Primary
URN	105516
Age range of pupils	3-11
Number on roll	184
Appropriate authority	The governing body
Chair of Governors	Mrs. Marjorie Bell
Headteacher	Mrs. Catherine Gordon
Religious Education Co-ordinator	Mrs. Claire Lohan
Date of previous inspection	October 2003

The Inspection judgements are:	Grade	Explanation of the Grades 1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Overall effectiveness of the school	2	
Leadership and management of the Catholic life of the school	1	
The quality of Collective Worship	1	
Achievement and standards in Religious Education	2	
The quality of teaching and learning in Religious Education	2	
The quality of the Religious Education curriculum	2	
Leadership and management of curriculum Religious Education	1	

The following pages provide reasons to support these judgements

CHARACTERISTICS OF THE SCHOOL

Holy Name school is a voluntary aided, inclusive Roman Catholic primary school serving the children of the Manchester inner city team parishes. It is linked to Our Lady's Catholic Church situated two miles away and also serves the parishes of St Wilfred and St Alphonsus. The majority of families live in rented property, accommodation for the homeless or are newly arrived to the city. The majority are Afro-Caribbean or dual heritage families and the school also serves children who are Looked After. Over the last year there has been a huge increase in Social Services intervention. Many of the families have to cope with high unemployment and anti-social incidents around the home. Learners' ages range from 3 to 11 years. The admission number is 30. There are 184 pupils on roll including 30 Nursery places. 92 are baptized Catholics. Pupil mobility is high at 40% and 55% are eligible for free school meals. 100 (57%) have been identified as having special educational needs and 2 have a statutory statement of special educational need. 9 of the 13 teachers (69%) are Catholics and 8 have the Catholic Certificate in Religious Studies or equivalent.

OVERALL EFFECTIVENESS OF THE SCHOOL

Holy Name is a good school with many outstanding features. It is a very happy school. The leadership and management ensure that the school provides a very welcoming, safe and secure environment where the children know that they are respected, cared for and loved. Through the fulfilment of its mission and ethos the school successfully provides a Catholic education whilst embracing pupils and staff of diverse cultures and faiths without barrier. Staff are dedicated and committed and as a whole team promote community cohesion effectively. They work extremely hard to help the school grow and develop ensuring the spiritual, moral, social, academic and cultural development of all children. The school emphasises the value of all individuals and nurtures them on their Faith journey in loving and praising God and following Jesus' example. Catholic spirituality is at the heart of the school. This results from the high quality of provision for prayer, worship and teaching. All teachers share their own faith with the children to enable them to deepen their relationship with Jesus and each other. The headteacher accurately understands the school's strengths and development needs and supports all staff in their professional development.

Improvement since the last inspection

The school has fully addressed the two key issues from last Religious Inspection in October 2007. Full records of all acts of worship are kept by the Religious Education co-ordinator and procedures to assist evaluation of curriculum Religious Education have been introduced. The headteacher and deputy head observe lessons and offer constructive feedback to teachers. New arrangements are in place for teachers' short and medium-term planning which facilitate monitoring, evaluation and appropriate resourcing. The outcomes of this are to be used to track each individual's attainment, provide accurate records and targets and plan differentiated tasks.

Capacity to improve

The headteacher has a deep understanding of, and clear vision for, the school's future needs and developments. She is strongly supported and encouraged by the governing body, the school's management team and the hard-working staff. The School Improvement Plan, drawn up in consultation with governors and staff for the school Year 2007-8, outlines the school's priorities. This results from thorough, accurate self evaluation, monitoring, assessment and recording arrangements. Challenges relating to the increasingly diverse nature and ability of the pupil intake are being addressed. Changes related to this have required experience and understanding, resulting in review and necessary action. Advice from the Salford Diocese, other agencies and cluster group meetings is utilised and opportunities for staff development encouraged and provided. The school's capacity to improve is therefore very good.

What the school should do to improve further

- Continue to implement identified development plans for differentiation as already agreed.

THE LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL

Leadership and management are outstanding and put the Catholic faith firmly at the centre of the whole life of the school. This ensures that the school's mission statement, drawn up by staff and governors, impacts on the whole ethos of the school. Governors are well informed, strong, challenging and supportive. They work well in their committees in helping to shape the life and direction of the school. The chair of governors is fully involved in the school's Catholic life and visits daily. The parish priest, who is the link governor for Religious Education, also visits very regularly and shares in the school's life. Both work closely with the headteacher in monitoring progress and giving feedback to the governing body. The high quality of the headteacher's leadership, with good support and teamwork from all the staff, results in inspirational and continuing development of the school's Catholic life. Priority is given to appointing Catholic members of staff or those committed to the school's mission. Clear, structured systems for self evaluation and monitoring drive all improvements. Priorities are identified and dictate a continuous cycle of planning, action and review. Governors have a significant influence in this. Relationships throughout the school are outstanding. Learners are encouraged to exercise responsibilities as school councillors, prefects or monitors. Home-school links are strong. Very close links with the parish ensure much involvement and also support for the Sacramental Programme. Links with cluster Catholic schools are very successful and all work together on community cohesion.

THE QUALITY OF COLLECTIVE WORSHIP

The quality of collective worship is outstanding. The school is committed to helping staff, pupils and parents to develop a personal relationship with God and become stronger as a praying family making time to "Stop and be with Jesus". Opportunities for quality religious and spiritual experiences form an integral part of the school's day. Monday's assembly theme relates to the Sunday Gospel. There is a programme of weekly, class led assemblies for the year. All are well planned and recorded. They are of a high standard and involve learners in preparation and presentation. The Year 1 assembly observed during inspection focused on forgiveness and faith and included effective use of resources, drama, readings and music. Friday's assemblies focus on pupils' achievements. 'Life in the Spirit Seminars', recently written and introduced by a staff member, takes place each Friday afternoon and many parents attend. The pupils sing, praise, act and dance to charismatic choruses. They listen to gospel messages and are encouraged to "open their lives to the power the Holy Spirit". The outcome of this special time enhances community cohesion and strengthens the "Catholic spirituality that is at the heart of the school". One lunchtime each week a prayer service, open to all, is very well attended by parish priests, some staff and many pupils. There are meaningful focal points for prayer in each classroom and around school related to current themes. Learners explore various methods of private, meditated, group and traditional prayer. Hymn singing is a strong feature involving all the pupils. They also prepare and participate in Masses offered in school on Feast Days and special occasions. The example and deep faith of all staff is an overriding motivation as they travel together with all the children, playing a very significant role in their spiritual, moral and cultural development.

ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION

Achievement and standards in Religious Education are good with some outstanding features. The majority of pupils arrive with a very low base line of faith, experiences and knowledge. They have a stimulating and exciting start in the Nursery. The school's system for monitoring and evaluation confirms that many learners meet or exceed the expected level of attainment by the end of each key stage. Work currently being further developed on the assessment and recording of individual learner's ability and progress is enabling appropriate targets to be set and leading to more inservice training on the place of differentiation in this. During inspection learners were seen to enjoy their lessons, especially when appropriate and challenging tasks were set, and when the creative use of computers and other resources was employed. The excellent input by teaching assistants ensures help and progress for differing abilities. Learners co-operate and respond well. They know and understand Catholic beliefs and values and are able to relate them to their own lives in following Jesus' example and making appropriate decisions. They know about, respect and share other faiths and cultures. Knowledge and use of the Bible is good. Learners confidently share thoughts, use research skills and discuss ideas using appropriate vocabulary. The good behaviour observed is achieved through respect, sharing, reconciliation and the belief that every child matters. All pupils are aware of expectations, respond well and are rewarded for effort. Through prayer, good works and fund-raising they show care for others in need both in school and beyond.

THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION

The quality of teaching and learning is good overall with some outstanding features in each key stage. Teachers are well qualified and have a secure knowledge of *REvision 2000*. Planning is thorough and includes learning objectives, activities, assessment, evaluation and prayer and worship. There is a good use of resources, with challenging tasks to deepen learners' knowledge and understanding. Structured input by teaching assistants to accommodate mixed languages, cultures and abilities was observed during the inspection. The school has recognised the need to develop this still further. Constructive marking and much oral feedback to individuals helps to further develop thoughts and ideas. Pupils' written work and themed displays in classes and around the school reflect their achievement. Teachers' high expectations and work set to match pupils' needs result in the best possible outcomes being achieved. Classroom management and organisation are good. Learners are co-operative and attentive. They enjoy their Religious Education lessons especially when motivated by challenging, creative teaching techniques and opportunities for discussion. This was evident in Year 2 where learners' followed a garden path to Jesus. Also in Year 6 they discussed prayer and used computers to write individual prayers to Our Lady. Learners work well together sharing ideas and respecting each other's views. Parents are very proud of their school and happy with their children's achievements in Religious Education. They are informed of their children's targets and many enjoy actively sharing in school and church and activities.

THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM

The quality of the Religious Education curriculum is good with some outstanding features. The school is very successful in its mission. In partnership with the home and parish it recognises that learners' are of varied backgrounds and seeks to cater for individual needs, to create a safe and secure environment and to promote Catholic values. The school fully observes national and diocesan guidelines for curriculum Religious Education. It follows a comprehensive policy of including concepts, values and actions which are fundamental to Catholic beliefs about God and humanity. The example set by staff and the quality of their teaching together with the curriculum make a major contribution to the learners' spiritual, moral and cultural development. Curriculum aims are clear and relate largely to the *REvision 2000* programme which provides the basis for the teachers' recently revised and thorough planning process. Prayer, worship and liturgy are closely woven into all work in Religious Education and the links with other curriculum areas enrich this provision. Work on other faiths and cultures is undertaken throughout the school. The school recognises the value of the outcomes of formal assessment and evaluation. It is currently reviewing procedures to track the attainment and needs of individual pupils and to provide accurate records and targets. Work is supplemented by the use of information communication technology, audio-visual aids, interactive white boards and a range of quality resources. Teachers aim for all learners to be actively involved in discussion, presentation and drama. A range of extra-curricular visits and opportunities is offered to help pupils to achieve their full potential. Year 6 will be going to Ireland shortly to visit the shrine at Knock.

LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION

Leadership and management of curriculum Religious Education are outstanding. The governors, headteacher and senior staff are totally committed to its importance and quality as central to the school's whole life and ethos. Governors actively recruit staff who have a strong personal faith. They support the school policies and budgetary decisions to facilitate the wide range of teaching styles and learning needs. A team approach is used in supporting the Religious Education co-ordinator thus ensuring quality leadership. Following recently introduced planning, assessment and evaluation procedures a framework providing for differentiated tasks for learners with mixed abilities, languages and cultures is identified as a priority in the School Development Plan. The school is encouraged to continue with this work. The Religious Education co-ordinator works with senior staff to monitor teachers' planning, scrutinise pupils' written work and to ensure the provision of identified quality resources to facilitate the best possible learning outcomes. She attends diocesan courses and meetings and gives feedback to staff. The headteacher's monitoring role is continuous and includes half termly lesson observations. Together with the deputy head she provides help, encouragement and constructive feedback for staff. This is effective in promoting high standards, very good classroom management and productive teamwork. All work is supported by the daily, active involvement of the chair of governors. The parish priest visits school regularly and provides much valued guidance, help and support. Governors visit lessons, share in the life of the school and celebrate its success.