



Archdiocese of Birmingham

Section 48 Inspection Report

OUR LADY AND ST HUBERT'S CATHOLIC PRIMARY SCHOOL

Part of the St Catherine of Siena Multi Academy Company
Moat Road, Oldbury, B68 8ED

Inspection dates:

12th & 13th June 2109

Lead Inspector:

Maureen O'Leary

OVERALL EFFECTIVENESS:

Outstanding

Catholic Life:

Outstanding

Religious Education:

Outstanding

Collective Worship:

Outstanding

Overall effectiveness at previous inspection:

Outstanding

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is an Outstanding Catholic school because:

- Senior leaders and governors ensure that the Catholic mission of the school is at the forefront of this strong community of learning.
- School leaders and staff are relentless in their desire to help pupils develop as thinking, confident global citizens and men and women for God.
- The behaviour of pupils, which is directly influenced by the school mission statement, their knowledge of the Catholic Schools' Pupil Profile and the guidance of their teachers, is exemplary.
- Great care has been taken to enable the newly built environment to grow naturally so that it reflects the school's Catholic mission and values.
- The growing relationship between the school and the parish is beneficial for both pupils and parishioners.
- The highly dedicated and informed Religious Education subject leader is relentless in her support of staff to improve their teaching and, consequently, pupils' learning.
- The overwhelming majority of pupils enjoy Religious Education lessons and make good progress. Where teaching is at its most creative and challenging, many pupils make outstanding progress.
- Prayer is central to the daily life and rhythm of the school year. The whole community takes part in a variety of worship experiences.
- Pupils are increasingly able to plan and lead meaningful Collective Worship.

FULL REPORT

What does the school need to do to improve further?

- Embed the school's Catholic mission across the emerging whole school 6Cs curriculum, which includes project-based learning (PBL). This curriculum should explicitly reflect a commitment to Catholic social teaching.
- Ensure that all pupils, especially the more able and disadvantaged, are consistently provided with even greater challenge in Religious Education lessons.
- Provide staff with a higher level of confidence and skills to support pupils in their planning and delivery of quality worship.

THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school.	Outstanding
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.

- The pupils have a clear understanding and enthusiastic desire to live out the school mission. They recognise not only that the school, their homes and the parish are united together, but that God is with them always. This knowledge inspires them to be active in their learning and in their service to one another, as well as the community where they live.
- The lives of Our Lady, St Hubert and St Catherine of Siena provide the pupils with excellent role models. The pupils work hard to follow their example and want to, "be kind", "be changed for the better" and to "*set the world on fire*, with a passionate heart that spreads God's love quickly like fire."
- Inspired by their school mission, patrons and the excellent moral guidance given by senior leaders and staff, pupils behaviour towards one another and towards the adults who work with them is excellent. The award of Citizen of the Week, which means they can have a special lunch with the executive headteacher, encourages pupils to be the very best person they can. This award recognises pupils who have demonstrated the virtues promoted by the Catholic Schools' Pupil Profile (CSPP).
- Pupils have an informed understanding of vocation. One pupil explained that the most important thing the school has taught her is, "to have the confidence to be the person that God wants me to be." Their understanding of vocation is very closely linked to their understanding of the lives of their school patrons. The patron saints of the school and MAC help them understand how they too can live their lives for God.
- Staff support pupils to have an active desire to live lives of service. As a result, many classes choose charity or humanity focused projects as part of their project-based learning.
- The support of local and national charities is a strength of the school. Pupils explained to the inspectors that they, "need to be generous to others because it is one of our

virtues." They are proud to say that, when fundraising and giving service to others, they are following in the footsteps of Jesus.

- Pupils are also increasingly taking the initiative to raise funds for charities and to provide service to their community. For example, holy helpers and Cystic Fibrosis Awareness.
- During Advent, instead of opening a door on an Advent calendar, the pupils did active service for those who were in need. Instead of saying, 'I want' they said, 'I give'. Staff and pupils arranged visits to spend time with the lonely, serve the needy and provide for the homeless. Consequently, pupils have a strong sense of service to others.
- The highly motivated and active pupil led Mini Vinnies group provide a collection point for food at the school, which is regularly distributed to the local community through a local foodbank.
- There is a very strong sense of community at the school. Pupils, staff, governors and parents are proud of the values that are promoted by the school and feel the Catholic faith is at the forefront of all that it does. This sense of community extends beyond the school. Links have been made between the local foodbank, run by Holy Trinity Church of England parish, and through the pupils help at a local Sikh temple to provide the langar.
- The parish priest is actively involved in the Catholic Life of the school and the pupils and staff are increasingly involved in the life of the parish. For example, pupils attend the parish Mass for the sick, the parish carol service and raise funds for the parish. Attendance of pupils at Sunday Mass has significantly improved recently, where over forty pupils from the school attend the children's liturgy. The growing attendance of pupils, their improved religious knowledge and excellent behaviour has been welcomed by the parish catechist, who is also a governor. Staff also contribute their skills to the parish through their membership of the parish fundraising committee.
- Parents are extremely well informed about Catholic Life. The school newsletter promotes and celebrates the vast amount of activities that occur to support charities, encourage service to others, as well as providing information about vocations, the seasons of the Church, and saints, among many other aspects of Catholic Life.
- The school supports a significant number of pupils with special educational needs and/or disabilities. All these pupils are made to feel fully included in all aspects of school life through the great care and consideration that is shown by staff and other pupils.
- Relationships and sex education is carefully planned and celebrates Catholic teaching and principles. The school is currently trialling some new resources on behalf of the diocese.

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

- The executive headteacher, supported by the head of school and Religious Education subject leader, ensure that the development of the Catholic Life of the school is given the highest priority. They make certain that all key self-evaluation processes and improvement plans focus on Catholic Life.
- The governors are highly ambitious for the Catholic Life of the school and are actively involved in its evaluation. Three governors have specific roles linked to supporting and challenging the school in its delivery. These governors are very knowledgeable about the strengths of Catholic Life and the areas that are a focus for development. They consistently check the implementation and impact of any planned actions.
- The school leaders are never complacent and constantly strive to improve Catholic Life. As a result, although the school mission statement is known and understood by

pupils, there is a plan to review it soon, to make sure the language used in it is the very best it can be.

- Through the induction of new members of staff and ongoing school and MAC training, all staff have a very strong understanding of their role in supporting Catholic Life.

RELIGIOUS EDUCATION

The quality of Religious Education.	Outstanding
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.

- The Religious Education subject leader conducts regular pupil progress meetings with class teachers. These meetings are informed by teachers' assessments of pupil attainment. The accuracy of these judgements is constantly challenged and checked, through discussion with senior leaders and moderation of judgements across the school and the MAC. As a result of this regular review of pupils' ongoing attainment, teachers have a very accurate understanding of each pupil's ability. This allows them to plan lessons that meet the needs of pupils very well and to effectively target specific vulnerable groups.
- Teaching in Religious Education is consistently good and increasingly the majority of teaching is outstanding. Consequently, almost all pupils make good progress in Religious Education and many pupils make outstanding progress. The support of pupils with special educational needs and/or disabilities is particularly strong. The school has built up a bank of very effective resources and additional adult support, which allows these pupils to access learning effectively.
- Teachers are continually raising their expectations of pupils in Religious Education lessons. This has meant that the challenge offered to more able pupils is good and, in some classes, it can be very good. However, the school has correctly identified that this challenge could be even greater, especially for those pupils from disadvantaged backgrounds.
- Teachers use a variety of teaching strategies and tasks to engage pupils. These include extended pieces of written work, art, roleplay, independent and collaborative work. Consequently, Religious Education is ranked as their favourite subject by many pupils, some of who plan and act out their own lessons at home.
- Teachers set tasks, ask questions in class discussion and provide regular feedback, which require pupils to reflect on their learning and their progress, at an increasingly deep level. Pupils are able to respond to teacher feedback and are given opportunities to self-evaluate their work in a planned and systematic way. As a result, they apply what they learn to their own lives, where it has a profound impact on their moral and spiritual development.
- Although the presentation of pupils' work can be good, it is not consistently high across the school.

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

- Religious Education is given high priority as a core subject and the subject leader is very well supported by senior leaders and governors.
- The subject is given the required amount of curriculum time. Any failure to meet this requirement has been identified and addressed by the Religious Education subject leader and leadership team.
- Religious Education is led by a dedicated and skilled subject leader. She has used very regular and comprehensive monitoring and evaluation highly effectively. This has enabled her to be extremely thorough when identifying each teacher's strengths and any areas they have for improvement.
- The findings from any monitoring informs the ongoing individual, phase and whole staff training that quickly and consistently improves teaching. Staff, especially those who are recently qualified, are very appreciative of the full schedule of coaching and mentoring that they receive. All staff continually seek ways to improve their teaching and seek guidance from both the subject leader and executive headteacher. As a result, teaching of Religious Education is consistently developing and improving.
- Governors are active participants in the evaluation of standards in Religious Education. They regularly meet with the subject leader and interrogate information shared by the senior leaders. This means that they are very aware of strengths and areas for development in the subject.

COLLECTIVE WORSHIP

The quality of Collective Worship.	Outstanding
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.

- Each school day and Religious Education lesson is firmly founded on prayer. Each week is focused on the Sunday Gospel, the seasons of the Church or a theme linked to the Catholic Life of the school. Times of prayer are highly valued by pupils, including those who are hardest to engage, and for some it is their favourite part of the week.
- Each class has a number of prayer leaders who lead pupils in their daily prayers. There are also times of extended class Collective Worship, which provided a prayerful time of reflection. Pupils are increasingly taking the lead in planning some, or all, of this worship. Pupils are familiar with the gather, listen, respond and go forth model for worship. They can make good choices to plan these aspects of worship. For example, Year 4 pupils chose to sit in a heart shape to symbolise the love of God.
- Occasionally, pupils lead whole school liturgies or assemblies. Just before the inspection, the Mini Vinnies group approached school leaders to ask if they could lead a whole school assembly. This extremely well planned and delivered assembly focused on a new friendship area, which the group had created on the playground. The assembly showed how the desire to follow in Jesus' footsteps had inspired them to set

up the friendship area. The assembly included a time of prayer, which uplifted the whole community.

- A voluntary lunchtime prayer group meets twice a week and is very popular with pupils. It is led by the school liturgy leaders, supported by a member of staff. The liturgy leader after school club also meet weekly to plan liturgies. This skilful group has grown in confidence and now plays a key role in helping the parish priest to prepare and deliver weekly Mass.
- The whole school community values the weekly celebration of Mass in the school by the parish priest. The school also makes the effort to travel to church each term to celebrate Mass with the parish. The increasing involvement of the parish priest has allowed for Eucharistic Adoration in the prayer room.
- Great attention has been made by staff to ensure that all pupils are aware of a wide range of age appropriate traditional prayers. Pupils not only know and understand these prayers, but also use them regularly.
- Parents, carers and parishioners are kept well-informed of all the Masses and liturgies that take place in school through both school and parish newsletters, the website and app. As a result, everyone feels welcome to attend these events.
- As the new building and site have evolved, a number of well-planned and thoughtful places for prayer have been established. These include beautiful prayer gardens, in memory of people associated with the school, dedicated space in the forest area (including a fire pit, which is particularly inspirational for pupils preparing for the sacrament of Confirmation), as well as prayer spaces in corridors for pupils to respond to with spontaneous prayer.

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

- School leaders are very visible leaders of worship and they know how to plan and deliver meaningful times of prayer for pupils and staff. Thoughtful planning and choice of resources help pupils to understand the themes of this worship. As a result, these times of prayer help the school community to grow spiritually and morally.
- Staff have received regular training and support about prayer and Collective Worship. This has helped them to grow in confidence to plan and deliver worship but also to support pupils in their own planning. This has led to pupils having a broader, richer and more personal experience of prayer, for example, the St Patrick's Day prayer "journey" and path, key stage 2 outdoor prayer through art and meditation and the use of the Our Lady and memorial gardens.
- Collective Worship is carefully monitored by senior leaders and governors (including the parish priest), for example, through regular class drop ins and talking to pupils. As a result, it is constantly evolving and improving. Staff and pupils want it to be the best quality experience possible.

SCHOOL DETAILS

Unique reference number	141926
Local authority	Sandwell
<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	Academy
Age range	4-11 years (independent nursery attached)
Gender of pupils	Mixed
Number of pupils on roll	360
Appropriate authority	Board of directors
Chair of local academy committee	Juan Pavon
Senior Executive Principal	Dr Daniel Doyle
Head of School	Michelle Crawford
Telephone number	0121 422 2629
Website address	https://www.st-huberts.sandwell.sch.uk/
Email address	Daniel.doyle@st-huberts.sandwell.sch.uk
Date of previous inspection	24 th June 2014

INFORMATION ABOUT THIS SCHOOL

- The school serves the parish of Our Lady and St Hubert and is situated in Oldbury, Sandwell.
- The percentage of Catholic pupils is currently 72%.
- The percentage of disadvantaged pupils is lower than 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 above 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.
- Since the last inspection a new headteacher and parish priest have been appointed. In September 2016 the school moved to a new site, where it is currently expanding to two form entry. It became part of the St Catherine of Siena MAC in September 2015.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors – Maureen O’Leary and Melanie Elliot.
- 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 inspectors observed teaching across eleven Religious Education lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors 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 parish priest;
 - a group of governors (including two of the Catholic Life link governors);
 - the senior executive principal & the head of school;
 - the Religious Education subject leader;
 - teachers who are relatively new to the school;
 - support staff for pupils with special educational needs and/or disabilities.
- The inspectors attended a whole school Mass, class Collective Worship, Mini Vinnie’s assembly and undertook a learning walk to look at aspects of learning and teaching in Religious Education, 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 Catholic Life/Religious Education action plan, teachers’ planning and learning journals.