



Holy Name Catholic Primary School

URN: 400720

Catholic Schools Inspectorate report on behalf of the Archbishop of Cardiff-Menevia

13–14 November 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education

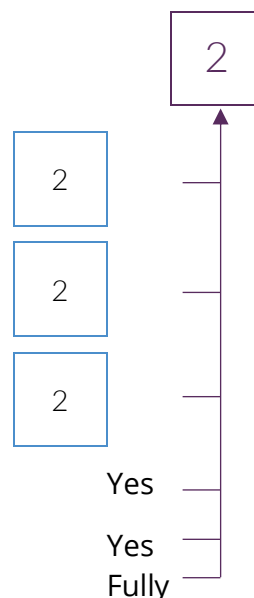
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



Compliance statement

- The school is compliant in relation to the general norms for religious education laid down by the Bishops' Conference. For example, religious education is a core subject in the curriculum and is accorded the same academic rigour as other core subjects like English and Mathematics.
- The school has complied in relation to any additional requirements of the Archdiocesan bishop, by embedding the use of the Catholic Pupil Profile programme and fulfilling the requirements of relationships, sex and health education (R (S) HE.)
- The school has complied in relation to the previous areas for improvement. Lesson objectives are now shared with pupils, planning and assessment templates are in use at the school and the Parish Priest, the RE link Governor supports the school as it moves towards the implementation of the Religious Education Directory.

What the school does well

- There is a strong sense of community throughout the school. Pupils and staff have positive relationships and pupil behaviour is very good
- Pupils have a good understanding of Catholic Social teaching and can relate this to their actions in the local and wider community.
- Pupils engage well with opportunities to lead Prayer and Liturgy.
- The school engages well with the local cluster of Catholic Schools and uses these opportunities to develop a shared understanding of ways to implement the RED

What the school needs to improve

- Leaders should equip staff with the necessary knowledge and skills to ensure the successful implementation of the Religious Education Directory across the school.
- Leaders to ensure that high levels of expectation for religious education are consistent across the school so that all lessons have pace and challenge and the quality of teaching is at least good, enabling pupils of all abilities to achieve success in their learning.
- To review and update systems for monitoring and evaluating the impact of the Catholic Life and Mission, Religious Education and Collective Worship so that leaders and governors can accurately describe the work of the school in order to raise standards in religious education.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

2

Provision

The quality of provision for the Catholic life and mission of the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2

2

Pupils are proud to be part of Holy Name Catholic Primary School. They are friendly, welcoming and respect the Catholic traditions of the school. Activities such as fundraising for those in need or donating offerings to the Trussel Trust foodbank take place regularly, offering pupils opportunities to put their faith into action. Pupils feel safe in school, understanding they are valued and cared for as unique persons made in the image and likeness of God. As a result strong and positive relationships exist between both children and staff.

Most Pupils recognise the school as a community living out Christ's message. They respond well to the virtues and values and to Catholic Social Teaching. They understand the need to be curious, ask questions, find out new information and then to actively use that new information for the good of others. Having identified the need to care for God's creation older pupils make bird feeders. As stewards of our world, pupils collect litter, caring for their local community. Most pupils are also keen to learn about and are respectful towards other religions such as Islam or Judaism.

School Council, Eco and Mini Vinnie groups enable pupils to develop a sense of pride in promoting their school's Catholic mission. Faith Ambassadors plan and lead class and whole school liturgies, sharing their chosen scripture and prayers with the school community, actively supporting and modelling pupil led worship. The parish priest encourages pupils to develop close links with the parish through regular attendance at Mass.

The school environment has many outward signs that this is a Catholic school. The mission statement; "Be happy and keep the faith" displayed across the school, encourages pupils to put faith into action. Pupil designed posters illustrating human dignity, solidarity and care for our

common home further reinforce the school's planned programme of Catholic social teaching. Pupils' prayers displayed in corridors and classrooms further enhance pupils' prayer life. Class altars draw pupils' attention to the liturgical year and provide attractive focal points for prayer.

Religious education is taught in most classes using the Religious Education Directory and the Come and See Religious scheme in others. The Parish Priest is a regular visitor to the school, supporting the religious life. Opportunities to learn about Islam, Judaism and Hinduism enable pupils to develop a sense of respect for those of other faiths and religions.

Staff actively promote wellbeing across the school, encouraging pupils to live out Gospel values. Parents comment: "The school runs the Mini Vinnies programme which teaches the children kindness and helping the community." Regular emotional literacy sessions offer further support for pupils. Parents are very supportive of the Catholic life of the school: "The school has been so supportive to my children...they have made us feel valued members of the community." Relationships are very positive as a result.

Relationships and sex education is taught through the diocesan Life to the Full programme, enabling pupils, appropriate to their age and capability to have a good understanding of loving relationships.

Leaders and governors are committed to the Church's mission in education. The head teacher leads Catholic Life and Mission at Holy Name effectively. Partnerships with Catholic Schools locally are strong. The school benefits from the sharing of expertise, ideas and training through joint school working. The Catholic School Improvement Group plan identifies priorities for the development of Catholic life and offers staff opportunities to monitor and evaluate provision, however greater focus needs to be given to the impact of provision on pupil outcomes.

Policies and procedures at Holy Name demonstrate the Catholic identity, charism and mission of the school, offering staff clear guidance. Staff participate in diocesan training with many attending the Catholic Certificate of Religious Studies Course.

The school links closely with the parish, regular visits to the parish church ensure that pupils link parish practice with school life. The parish priest is a governor and works with the head teacher to support the Catholic life. The Catholic Self Evaluation document identifies priorities for improvements in Catholic life and mission but needs to be shared with all members of the governing body in order to inform discussion and future planning for the religious life of the school.

Parents are enthusiastic in their support of all that the school does. They enjoy the planned showcase afternoons where they have opportunities to discuss and see their children's

learning. Communication is strong with parents and carers being informed of the school's Catholic life via X and the school website

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

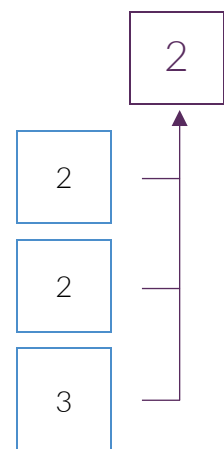
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



On entry to Holy Name around half of the pupils begin with skills that are at or above those expected for their age. As they progress they become religiously literate, developing secure knowledge, understanding and skills that reflect the learning required by the religious education directory. Many can reflect spiritually and use Catholic social teaching to think ethically.

Younger pupils respond enthusiastically to tasks and are able to identify items necessary for a new baby and build cots from Lego to protect babies. They can talk about the Sacrament of Baptism and the need to welcome visitors as members of God's family. Older pupils in Foundation Phase can, with support, write Baptism promises, explain the different roles that people take during Baptism and explain the symbols. Pupils in lower key stage 2 know that children around the world are not always treated fairly and have researched Pope Francis' views on fairness and message at World Youth day in Brazil. Older pupils can write formal letters to St Paul explaining how to live like Jesus and write commentaries on Rembrandt's painting of the Prodigal Son, illustrating links between the painting and God. In many lessons pupils collaborate and work independently, however there is a need to ensure that during role play, religious vocabulary used by pupils is accurate. Nearly all pupils enjoy their learning in

religious education and engage well, however many lack pace when responding to tasks especially when an extended written response is required.

Teachers are responding well to the introduction of the new Directory.. Close links with schools through Cluster and Federation working enable staff to plan for improvement and share training and practice. This approach enables staff to grow and develop in their confidence and understanding of religious education.

Lessons observed during Inspection included a range and variety of creative approaches including the use of PowerPoints, role play, artwork and modelling. Younger pupils responded exceptionally well to a bilingual approach and displayed good understanding of Welsh religious vocabulary. The carousel approach in use for younger pupils enables a variety of tasks to be completed, however the lack of plenaries at the end of sessions does not enable teachers to draw children together to reinforce the lesson objectives.

During the inspection, teaching was varied across the school. Where teaching is good, teachers have high expectations of pupils, learning outcomes are clearly communicated and appropriate scaffolding is in place, developing pupil independence. During the inspection a majority of lessons observed were lacking in pace and challenge. Questioning did not effectively challenge or move learning forward and teacher exposition was rather long, resulting in pupils becoming passive learners.

Where tasks were differentiated to meet the learning needs of pupils, outcomes were good, however too few tasks across the school offered sufficient challenge for more able pupils. Self-assessment grids seen during the inspection were effective in supporting pupils to improve on their response to tasks however this approach is inconsistent across the school.

Leaders and governors ensure that the school curriculum for religious education is a faithful expression of the Directory. Whole school policies in place for religious education, prayer and liturgy offer staff guidance for the implementation of the Directory and a framework for progression in prayer. Religious education is well resourced.

Staff attend diocesan training and work collaboratively with Pembrokeshire Catholic Schools, drawing up strategic plans for the implementation of the Religious Education Directory. Identified actions are not yet embedded sufficiently to fully meet the needs of all pupils, especially the more able and those with additional learning needs. Improvement plans need thorough evaluation in order to be effective, and monitoring lacks sufficient rigour. its impact on pupil progress is limited.

The head teacher is committed to Catholic education and the full implementation of the Religious Education Directory. The role of the Religious Education Coordinator needs further

development to ensure that there is greater focus on improving pedagogy, pupil outcomes and staff expectations for religious education.

Governors are supportive of the school and are committed to carrying out their roles and supporting Catholic Education across the Archdiocese. They visit regularly, attend Masses and enjoy sharing their experiences as parishioners with classes. They are involved in monitoring exercises with staff but have not yet been fully involved in contributing to and evaluating the religious life of the school using the Catholic Self Evaluation Document. This limits their effectiveness as critical friends.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Pupils at Holy Name, respond well to prayer and liturgy experiences. The elected Faith Ambassadors effectively teach classes to sign the four elements of prayer and liturgy and support teachers in enabling pupils to independently plan their own class acts of worship. Nearly all pupils are involved in planning and preparing collective worship. This is with adult support, with the youngest pupils and older pupils planning independently. Nearly all pupils enjoy being given opportunities to share in worship with their class. During all forms of collective worship, behaviour is very good and pupils respect periods of silence as well as being keen to join in responses.

Many liturgical ministries are enthusiastically carried out by pupils in school. However, more opportunities to directly involve the pupils in the celebration of the Eucharist, e.g. in the

offertory, or as altar servers would help to further develop pupil engagement and understanding of the Mass.

Pupils clearly understand the need for different prayers at different times of the liturgical year. More variety of ways of praying such as meditation, spontaneous prayer or the consistent use of music to provide reflective prayerful time, as expressed in the policy, would enhance the pupils' experiences. Pupils can articulately give their reasons for the importance of prayer - such as to give them strength, to thank God, to talk to God or to say sorry. They are keen to share their prayer experiences and proud to be part of Holy Name.

A daily pattern of acts of worship is evident and well embedded throughout the school. Prayer and liturgy is structured, well planned and has become an integral part of the life of the school. In many classes, opportunities are provided for pupils to reflect on class worship, and this is used to inform future prayer and liturgy sessions. Pupils' peer evaluation of Prayer and Liturgy is evident in around half of the classes.

Themes such as 'Stewardship', 'Peace and Forgiveness' and 'Love' are identified, which help to focus pupils towards choosing appropriate scripture and providing interrelated questions and responses. The 'Big Question' is understood by all pupils to be their mission, their 'going forth'.

There are limited opportunities for parent/carers to join in with school-based worship. They are however, welcomed to join the school when they participate in Mass in the adjacent Holy Name church, where the Eucharist is regularly celebrated in conjunction with the school.

Prayer areas are visible throughout the school and correctly reflect the liturgical seasons. Artefacts on class altars are appropriate and a few are utilised for child led prayer and liturgy class-based worship.

Staff are strong role models, leading by example during all forms of worship. Together with the parish, they work to support the running of the local foodbank.

The recently closed Sisters of Mercy convent, which the children regularly visited, had a positive impact on the school, enabling pupils to understand different forms of relationships and how to care for those around us.

The Prayer and Liturgy Policy is clear and offers a framework for school practice, with listed prayers for each year group. This is directly linked to the Prayer Progression document which is in place and utilised by staff.

Although many opportunities to attend Mass at the church are offered to parents throughout the year, extending invitations to include parents and carers in some whole school worship in the school setting, would further enhance the community aspect of prayer and liturgy.

The importance of worship when setting budgets, together with the allocation of high-quality resources to use during prayer and liturgy, would benefit both pupils and staff, enabling high quality and engaging prayerful opportunities.

The religious education coordinator ably supports the parish in the pupils' sacramental preparation. She regularly attends diocesan and cluster professional development training and has a good understanding of the new Religious Education Directory. Staff and governors would now benefit from the cascading of impactful training sessions, followed by evaluative monitoring, identifying specific areas for future improvement. This should involve their direct input as part of the school's cycle of self-evaluation of prayer and liturgy.

Information about the school

Full name of school	Holy Name Catholic Primary School
School unique reference number (URN)	400720
School DfE Number (LAESTAB)	6683311
Full postal address of the school	Holy Name Catholic Primary School, Vergam Tce, Fishguard, Pembrokeshire, SA65 9DF
School phone number	001348872506
Headteacher	Abigail Davies
Chair of governors	Joan Cole
School Website	www.holynameschool.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	8 th July 2014
Previous denominational inspection grade	Good

The inspection team

Catherine Power

Suzanne Williams

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

