

# Inspection of a good school: Holy Name Catholic Primary School

Cross Lane, Great Barr, Birmingham, West Midlands B43 6LN

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Inspection dates:

16 and 17 February 2022

## Outcome

Holy Name Catholic Primary School continues to be a good school.

## What is it like to attend this school?

Holy Name Catholic Primary School is a caring, friendly community. Pupils live the school mission statement of 'With Jesus as our guide: we love, live and learn together'. Leaders are ambitious for every child. Staff are passionate about their work and want the best for all pupils. Pupils enjoy coming to school. They are happy and feel safe at school. Leaders act swiftly to resolve any concerns. Bullying is not tolerated at the school.

Pupils achieve well academically and personally. Leaders have thoughtfully designed the school curriculum. They ensure that reading is well taught. Pupils gain wider experiences and develop their talents through a range of enrichment activities, such as after-school clubs, a visit to the National Space Centre and recreating a 17th century London street scene in the school hall. Year 6 pupils are excited about their planned residential trip.

Leaders have high expectations of pupils' behaviour. Pupils are polite and courteous. They are well behaved in lessons and when moving around the school. In classrooms, pupils listen attentively and are fully engaged in their learning. Teachers check on pupils' learning and provide effective support. Pupils enjoy using the 'five Bs: brain, book, board, buddy, boss' when they need help.

## What does the school do well and what does it need to do better?

Leaders have created an ambitious curriculum for pupils. Most subjects are taught very well. This is because learning is carefully sequenced so that pupils build up knowledge over time. However, some subjects, such as French and music, are less well developed. Leaders have made work to develop these subjects a school priority.

Subject leaders make sure lessons are well planned. Most have received training on how to check how well pupils are doing. Teachers have high expectations of pupils. They know pupils' abilities and plan next steps carefully to meet pupils' needs based on what children know and can do already. Teachers use quizzes to recap prior learning. Pupils say this

helps them remember things they have learned before. Teachers make regular checks on pupils' learning during lessons and over time. As a result, pupils do well.

Children in the early years settle well into school life. Staff have high expectations of children. Children make choices in their learning and develop independence. Children learn about number through practical activities, songs and stories. Leaders prioritise reading. Children learn to read and write words and simple sentences accurately. This is because the reading curriculum is carefully planned and pupils are taught to read well. Staff are highly skilled and receive regular training in phonics. Leaders make sure that teachers have the resources they need to teach reading well. Reading books closely match the letter sounds pupils are learning.

The curriculum helps pupils develop their personal character. Pupils want to achieve their personal best. They learn about the potential of human achievement through the work of famous explorers, inventors and artists. These include Ernest Shackleton, Thomas Edison and Wassily Kandinsky. Pupils with special educational needs and/or disabilities and pupils who are disadvantaged are effectively supported to access the same curriculum as other pupils. Learning mentors provide timely help and support to pupils who need it. This enables pupils to focus on their learning and achieve well. As a result, these pupils do well in school. Parents are positive about the care and support their children receive.

The school provides a range of enrichment opportunities as part of the curriculum. These experiences help pupils' personal, social and spiritual development. For example, pupils learn to think of others. They enjoy fundraising for international, national and local charities. Pupils pledge to care for the natural world by recycling plastic water bottles. Opportunities such as playleaders, well-being leaders and librarians allow pupils to take on responsibilities. In doing so, they develop confidence and communication skills. The school rules help pupils to understand right and wrong and how to keep themselves and others safe. Pupils recognise and respect others' differences. Events such as 'Sikhism Day' allow pupils to learn about other cultures and religions. As a result, pupils are well prepared for life in modern Britain.

Leaders have an accurate understanding of the school's strengths and priorities for improvement. They make regular checks on the work of the school. Governors hold the headteacher to account for the performance of the school. However, leaders who are new to subject leadership do not yet have oversight of their subjects. Senior leaders are aware and have plans to improve this. Staff say that they are well supported by leaders to manage their workload effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders understand their role in keeping children safe. They make sure that staff know what to do if they have concerns about a pupil. Staff are aware of specific areas of concern such as protecting pupils from domestic abuse, radicalisation and sexual harassment. Leaders ensure that pupils get the right support when they need it. This includes support from external agencies when necessary.

Leaders ensure the appropriate checks on staff are undertaken before they are appointed. Pupils learn about online safety, healthy relationships and keeping themselves safe. They know how to raise concerns with trusted adults in school.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have recently revised the curriculum in some subjects. They have not yet evaluated the impact that these plans are having on what pupils know and remember. Leaders should support subject leaders to monitor pupils' learning in all subjects, particularly French and music.
- Some subject leaders are new to leadership. They have not yet checked the consistency of practice of their subject area throughout the school. Leaders should support new subject leaders to ensure strong oversight of their subjects.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in January 2017.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	103996
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10211156
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Eleanor O'Flaherty
<b>Headteacher</b>	Andrew Neenan
<b>Website</b>	<a href="http://www.holynameprimary.co.uk">www.holynameprimary.co.uk</a>
<b>Dates of previous inspection</b>	10 and 11 January 2017, under section 5 of the Education Act 2005

## Information about this school

- The school does not use alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in mathematics, reading and science. This included visiting lessons, looking at pupils' work, discussing the curriculum with subject leaders and talking with pupils and staff. The inspector considered a sample of pupils' work from other subjects, as well as information on the school's website.
- The inspector reviewed the school's safeguarding arrangements. This included examining the record of employment checks on school staff.
- The inspector observed pupils' behaviour in class and at other times during the day.

- During the inspection, the inspector had formal meetings with the headteacher, deputy headteacher, subject leaders, the special educational needs coordinator, the designated safeguarding lead, the early years leader and governors.
- The inspector took account of responses to the online survey, Ofsted Parent View, the pupil survey and the staff survey.

### **Inspection team**

Lorraine Lord, lead inspector

Ofsted Inspector

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