



# Archdiocese of Birmingham

## Section 48 Inspection

### ST ANNE'S CATHOLIC PRIMARY SCHOOL

Lowe Street, Birmingham, B12 0ER

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Inspection date	10 <sup>th</sup> & 11 <sup>th</sup> July 2017
Reporting Inspector	Rose Brookes

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Voluntary Aided
Age range of pupils	4-11 years
Number on roll	206
Appropriate authority	The Governing Body
Chair of Governors	Mr Michael McConnell
Telephone number	0121 675 5037
E-mail address	enquiry@st-annes.bham.sch.uk
Date of previous inspection	19 <sup>th</sup> & 20 <sup>th</sup> June 2012
DFE School Number	330 3335
Unique Reference Number	103434

<b>Headteacher</b>	Wendell Gopaul
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Previous inspection:	Outstanding
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This inspection:	Good
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DIOCESAN EDUCATION SERVICE



## Evidence

- The inspection was carried out by one Diocesan Inspector.
- The focus of the inspection was on the quality, leadership, and impact of the school's provision of Catholic life, collective worship, and religious education (RE).
- The inspector observed teaching across seven RE lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspector completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic life, worship, and the impact of teaching on their learning over time.
- Meetings were held with the chair of governors, the headteacher, the RE subject leader and parish priest.
- The inspector attended a whole school Mass and an assembly and undertook a learning walk to look at aspects of learning and teaching in RE, 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, RAISEonline, the development plan, teachers' planning, and learning journals.

## Information about the school

- St Anne's Catholic Primary School is a one-form entry school situated in the parish of St Anne's in Birmingham. The school is part of a five-school teaching alliance. The four other primary schools are: SS John & Monica's, St Catherine's, St Martin de Pores and Corpus Christi.
- Over half of the pupils have English as their second language and this has increased over the past three years.
- The percentage of Catholic pupils is currently 19%.
- The school is in an area of high social deprivation. The number of disadvantaged pupils is well above the national average.
- The school is situated in an area of high mobility and this is reflected in the school's high pupil mobility.
- The percentage of pupils with special educational needs is above the national average.
- Attainment on entry is well below the national average.
- Since the last inspection a new headteacher and an acting deputy headteacher have been appointed. A new parish priest was also very recently appointed.
- An emotional-wellbeing worker and a family support worker have been employed by the school to support the increasing number of pupils with social and emotional needs.

## Main Findings

- The leadership of Catholic life, collective worship and RE is good with some outstanding features. Since his appointment in January the new headteacher and his acting deputy headteacher, who is also the experienced RE subject leader, have already demonstrated a collective drive towards improving all areas of Catholic life and RE.
- With the senior leadership team, the headteacher has conducted a range of monitoring activities relating to provision and outcomes of Catholic life, worship and RE. Analysis of this monitoring provides a firm basis for accurate diagnosis of the

school's strengths and areas for development. However, there has not been enough time to fully implement the action plan in response to this monitoring and to evaluate its impact.

- St Anne's Catholic Primary School is a very inclusive school, all staff demonstrate a high level of commitment to the pastoral and spiritual care of all the pupils and parents. Pupils feel happy and safe. When they need to they can talk to staff who offer them valued support.
- The newly revised mission statement which states that *'Each one of us is special as we accept and respect one another as children of God'* is lived out each day by pupils and staff. Pupils are proud of their backgrounds and have a keen sense of personal worth. They are confident in expressing their own ideas and beliefs and they speak about how they enjoy learning in RE.
- Collective worship is good. Pupils read confidently, join in prayers reverently and sing beautifully.
- RE is well led by the very dedicated acting deputy headteacher who is fully supported by the headteacher. They frequently monitor RE together; and, as a result, judgements are secure and robust.
- Inexperienced and non-Catholic staff have had regular professional development in the teaching of RE. This means that they are motivated to make RE lessons interesting and they have good subject knowledge. Consequently, pupils enjoy their learning.

## THE CATHOLIC LIFE OF THE SCHOOL

### **Catholic life, collective worship and spiritual, moral and vocational development: provision and outcomes**

- The Catholic life of the school is good.
- The school continually provides a safe, friendly environment with well-behaved and highly motivated pupils. Pupils know the newly revised school's mission statement and they understand how to *'accept and respect one another as children of God'*.
- The pupils have a tangible knowledge of the Catholic Schools' Pupil Profile. Since the new headteacher took up post in January, it has been a focus of the Catholic life of the school. Consequently, the pupils have a deep faith and they speak with enthusiasm about the need for God in their lives.
- Pupils have evaluated their Catholic education and prayer through pupil questionnaires. They have also accompanied staff to evaluate prayer corners. The school development plan reflects actions from this.
- Pupils are proud of their backgrounds and have a keen sense of personal worth. They are confident in expressing their own ideas and beliefs.
- Year 6 pupils act as faith buddies for Year 1 pupils. Year 6 are good role models during masses.
- Pupils speak with passion about how their faith needs to be lived out in the way they treat others. The school is working towards UNICEF Rights Respecting Award. Pupils are developing an understanding of global awareness, citizenship and the human rights of every child. As part of this, the school has been supporting Mary's Meals and pupils have learnt about the right to nutritious food.
- A group of pupils have been elected as Rights Respecting School Ambassadors. They look at ways that children's rights can be promoted around school and organise activities including fund raising and class worship.

- Weekly whole school assemblies and class liturgies reflect the themes of the rights of every child, for example, Peter's declaration about Jesus was used to teach about world refugee day.
- There is a very high level of staff commitment to the care of pupils' wellbeing. This ensures that pupils feel happy and secure. Individual pupils speak about how the headteacher supports them in times of need.
- To improve further the school should enable pupils to take responsibility for an area of Catholic life.
- From Year 4 upwards pupils have a good understanding of vocation. However, teaching about vocation needs to be consistently developed throughout the school so that all pupils understand what it means.
- Collective worship is good. There is a fortnightly whole school Mass. During the inspection, there was a whole school Mass where pupils read well, prayed with reverence and served on the altar. The Year 6 choir lead the singing to an exceptional standard.
- Every Monday morning the week starts with a whole school assembly which is led by senior staff. Pupils reflect on the Sunday gospel. This enables pupils to apply the gospel values to their lives.
- Year 5 and 6 pupils plan and lead collective worship at a whole school level and in the younger classes, other year groups lead collective worship within their own year groups.
- The Wednesday Word is distributed to all pupils prompting pupils to discuss the coming Sunday's gospel at home with their families
- Pupils have participated in a whole school retreat day. Two sisters of mercy from St Mary's convent explored different types of prayer with all year groups. Year 6 have also taken part in retreats at Alton Castle. This is enabling the school community to deepen its prayer life and spiritual development.
- Pupils with different religious beliefs are assisted and supported in their prayer. Pupils visit other places of worship. As a result, pupils show great levels of respect for people of others faiths or none. This is an outstanding feature of the school.
- An annual retreat for staff and termly staff meetings devoted to staff prayer demonstrate the school's commitment to helping staff grow in their faith. Staff lead pupils in different forms of prayer.
- The high attendance of staff, pupils and governors, both Catholic and non-Catholic, at the celebration of pupils' first Holy Communion and Confirmation shows an elevated level of faith and commitment to supporting a good Catholic ethos in the school and parish community.
- The liturgical year is celebrated through whole school and class liturgies. During May there was whole school Mass and May procession in honour of Mary. Class prayer displays and learning journals show pupil participation and leadership in the liturgical year.

## **LEADERSHIP**

### **Leadership of Catholic life and Collective Worship**

- The leadership of the Catholic life and collective worship is good.

- St Anne's Catholic Primary School is strongly led by the dynamic and faith-filled example of the newly appointed headteacher. He is totally committed to the school and he sets very high levels for everyone within the school family to aspire to.
- The newly appointed headteacher and his dedicated acting deputy headteacher, who is a very experienced RE subject leader, have quickly implemented a systematic monitoring and evaluative programme for Catholic life and worship.
- School developmental planning for Catholic life and collective worship is rapid and systematic. The new headteacher, has ensured that all changes are continually measured for their impact on pupils. Consequently, pupils can articulate the newly revised school mission statement with a deep understanding about how it affects their everyday lives.
- Collective worship is carefully and regularly monitored and evaluated and this leads to effective planning for improvement.
- The RE subject leader ensures that the governors are well informed through termly reports and opportunities to informally monitor all areas of Catholic life and worship.
- Governor monitoring needs to be formalised further so that there is more evidence that governors have evaluated all areas of Catholic life and worship.
- The Catholic life of the school is strongly led by the headteacher and his dedicated senior leadership team who provide continual pastoral support for pupils and parents.
- The school works closely together with a teaching school alliance planning professional development and outcomes for pupils.

## **RELIGIOUS EDUCATION**

### **Leadership, outcomes from and provision for religious education**

- The leadership, outcomes from and provision for RE are all good.
- RE is well led by the very dedicated acting deputy headteacher and she is fully supported by the headteacher. They frequently monitor RE together; and as a result, judgements are secure and robust.
- A systematic monitoring and evaluative programme for RE teaching and learning is in place. The RE subject leader ensures that each teacher receives continual professional development. This has enabled most teachers to gain confidence and good RE subject knowledge.
- The teaching of RE is good overall with some outstanding elements. However, there is also a minority of teaching that requires improvement.
- Senior leaders have accurately identified where teaching requires improvement. Targeted extra support has then been continually provided where appropriate to teachers by the RE subject leader. This has ensured that pupils are consistently interested in their learning and are making progress.
- The RE subject leader provides a weekly clinic where staff can come and have extra support in regards to subject knowledge and RE planning. This means that less experienced and non-Catholic staff feel confident when they teach RE.
- Every term a focus week is taught in each year group about a world faith. As a result, pupils have an understanding of the beliefs and practices of other religions.
- Since the previous RE inspection, the marking policy for RE has been reviewed and amended. As a result, when marking RE, teacher's comments prompt the pupils to think more deeply and reflect upon their learning. This has helped pupils, especially the more able, to make progress in RE.

- By the end of Key Stage 1 most pupils make at least satisfactory progress.
- In Key Stage 2 average attainment continues to be good for the majority and for some pupils it is above expectations.
- In all year groups, boys perform less well than girls. The school recognises that it needs to use data analysis more effectively to inform lesson planning for all groups, but specifically for boys, to help close the gap in attainment and progress for all year groups.
- Standards in RE compare favourably to English and the quantity of work in all classes is good. Pupils' work in their RE books is of a good standard and it indicates an appropriate range of resources and strategies to promote good learning.
- Pupils' behaviour in lessons is exemplary. They are encouraged to ask questions and relate the faith to their daily lives.
- Teaching assistants are used very effectively to support pupils with specific needs. This enables all pupils to learn and concentrate well.
- The annual RE baseline assessment in early years demonstrates that pupils enter school with very limited knowledge of religious artefacts or prayers. High quality provision that caters for the growing needs of pupils ensures that early years pupils make good progress.
- The school has effective procedures in place to support the emotional and academic needs of the significant number of newly arrived pupils. As a result, they quickly settle into school life and start to make good progress in RE. During the inspection a new, early year's pupil was enjoying learning in an RE lesson which provided age-appropriate differentiated activities.
- The school has effective strategies in place to enable pupils from disadvantaged groups, which accounts for considerably more than half of the school population, to achieve well in RE. Consequently, the vast majority of pupils from disadvantaged groups achieve in line with their peers.
- The RE curriculum is based on the diocesan scheme, 'Learning and Growing as the People of God,' and follows its recommendations in terms of planning and assessment.
- All pupils speak with passion about how much they enjoy RE.
- The governors fulfil their statutory and canonical responsibilities regarding RE. They ensure that the requirements of the Bishops Conference are met in terms of curriculum time for RE and the priority that RE is given in the school. This is borne out by standards of achievement in RE which are in line with the good standards achieved in the core subjects of reading and writing.
- The teaching of relationships and sex education is taught in accordance with the recommended approach of the Catholic Church.

## Recommendations

### In order to improve the school should:

- Consistently develop pupils' understanding of vocation throughout the school.
- Ensure governors are further involved in the strategic formal monitoring of Catholic life and collective worship.

- Develop further opportunities for pupils to take responsibility for an area of Catholic life.
- Continue to use data analysis to inform teachers' planning for all groups, but specifically for boys, to help close the gap in attainment and progress.