



# Archdiocese of Birmingham

## Section 48 Inspection Report

### ST MARY'S CATHOLIC PRIMARY SCHOOL

Hunter Road, Cannock, Staffordshire, WS11 0AE

Inspection dates:  
Reporting Inspector

21-22 March 2022  
Victoria Brickley

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<b>OVERALL EFFECTIVENESS:</b>	<b>Good</b>
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Catholic Life:	Good
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Religious Education:	Good
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Collective Worship:	Good
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<i>Overall effectiveness at previous inspection:</i>	<i>Good</i>
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### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- Leaders, staff and governors have a strong commitment to promoting the Catholic Life of the school. The school mission statement 'God is at the centre of our lives' is placed at the heart of the school.
- The headteacher and Religious Education subject leader are effective in their leadership roles and ensure that the standards of Catholic Life are upheld.
- There is a strong link between parish and school where the whole community values its Catholic mission and collaborates to provide the very best for the pupils.
- Teaching and learning is a strength of the school. Pupils know how to improve their work through 'Even Better If' prompts, which help pupils focus more deeply on their learning.
- The pupils in Year 6 have a unique role within the school in developing and supporting their 'special friend' in Reception. Here pupils are excellent role models and promote themselves as members of the school family.

It is not yet Outstanding because:

- Monitoring and evaluation systems for Catholic Life and Collective Worship are not yet as rigorous and evaluative as they could be.
- Pupils need a greater awareness of other faiths and religions.
- Further increase the range of opportunities for pupils to lead their own acts of Collective Worship.

## FULL REPORT

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

- Further embed the monitoring and analysis of Catholic Life and Collective Worship, including leaders, staff, and Governors.
- Implement the curriculum map for other faiths and religions and embed opportunities for pupils to develop an awareness of them.
- Embed the pupil's responsibility for planning and leading prayer and liturgy.

## THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school	Good
The extent to which pupils contribute to and benefit from the Catholic Life of the school	Good
The quality of provision for the Catholic Life of the school	Good
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	Good

### CL1 The extent to which pupils contribute to and benefit from the Catholic Life of the school

- Pupils appreciate, value, and actively participate in the Catholic Life and mission of the school; this is evident through acts of charity work and pupil leadership.
- Pupils fully understand the school mission and their mission and understand ways they can live it out. The school's Missio team are proud of the 'special friends' system established between Year 6 and Reception and how this impacted the pupils' friendships and support within the school.
- The behaviour, conduct and attitudes of all pupils reflect the Catholicity of the school; pupils show reverence and respect for themselves and others, and they have an exemplary attitude towards life in school.
- The school Missio team has leadership responsibilities within the school and takes an active role in Catholic Life and Collective Worship. They are starting to take steps towards contributing more to participate in acts that contribute to the monitoring and evaluation.
- Pupils are highly involved and engaged in fundraising activities and have organised collections for Macmillan, CAFOD, Ukraine appeal etc. They are alert to the needs of others and have collected regularly for local food banks.
- Pupils participate well in opportunities provided by the school, such as visits and retreats.
- The interest and engagement in spiritual and moral issues is a strength of the school.
- The recently acquired relationships, sex, and health education (RSHE) scheme has been consulted with parents and will be further embedded over time. The programme develops pupils' understanding of relationships within a Catholic context.
- Pupils value and respect the Catholic tradition of the school. Pupils contribute and benefit from a cohesive community. The strong link between the school

and the parish community is a strength where the school regularly meets with parishioners to worship.

## **CL2 The quality of provision for the Catholic Life of the school**

- The school mission statement is displayed at many points around the school from the driveway and entrance to classrooms and hall.
- There is a high commitment from staff to the Catholic Life of the school. Staff are effective role models to the pupils, which is replicated in pupils' behaviour, conduct, respect, and response. There is a clear sense of community at all levels.
- The Catholic ethos is visible and reflects the school's mission and identity through obvious signs of its Catholic character. Parents are complimentary about the welcoming feel of the school, which has a strong reputation within the community. They feel that pupils attain academically and spiritually. Parental engagement with the school is strong.
- The parish priest provides positive and practical support in promoting the Catholic Life of the school. He feels that the pupils are friendly, respectful, and reverent; they have good knowledge and insight.
- The pastoral provision of the school is a strength; the school has strong nurture and pastoral programmes which supports all pupils throughout the school. Staff work hard to help children and run many activities, such as gardening, to support those in need.
- The school has high regard for the pastoral needs of staff, and all are supported. Planned staff retreats are embedded and support staff members with their spiritual and vocational wellbeing.
- The school has a planned sacramental programme, which includes regular family meetings.

## **CL3 How well leaders and governors promote, monitor, and evaluate the provision of the Catholic Life of the school**

- Leaders and governors are good at promoting, monitoring, and evaluating the school's provision for Catholic Life.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well-regarded as models of Catholic leadership by staff, pupils, and parents.
- There are regular opportunities for staff development and induction, which is well embedded and supported by the leadership team. This enables school improvement to be focused upon at a quicker pace.
- The school engages with parents to create a harmonious community. Parents' views are taken into consideration, and parents feel listened to; therefore, they have a good knowledge of the school, providing support and contributing to its mission.
- Governors make a significant contribution to the Catholic Life of the school. They are highly supportive of the school's mission, are involved in its evaluation and are ready to challenge and support where necessary. The governors are good critical friends, and this accurate knowledge enables progress within the school.
- School and parish are interlinked; the parish priest plays an active role in the life of the school. Pupils visit the parish church regularly, and family Masses are regularly planned and attended. He feels that the school prepares the pupils exceptionally well to participate in Mass with reverence and understanding.

- A Religious Education link governor and the Life and Mission Committee provide support and challenge to the leadership team through monitoring and evaluating the Catholic Life of the school.
- Governors are aware of the instruction from the Archbishop of Birmingham regarding academisation and are in discussions to secure the vision of His Grace.

## RELIGIOUS EDUCATION

<b>The quality of Religious Education</b>	<b>Good</b>
How well pupils achieve and enjoy their learning in Religious Education	Good
The quality of teaching, learning and assessment in Religious Education	Good
How well leaders and governors promote, monitor, and evaluate the provision for Religious Education	Good

### RE1 How well pupils achieve and enjoy their learning in Religious Education

- Pupils enter the school with varied starting points and make good progress in each key stage.
- There is a thorough data analysis of all groups in which underachieving groups are identified and targeted.
- Pupils are becoming religiously literate and engaged young people who use their knowledge, understanding and skills to reflect spiritually and ethically.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding, and skills to further develop as competent learners. They show enthusiasm within their lesson to further deepen their knowledge.
- Pupils' attainment, as indicated by teacher assessment and formal assessment is good. There are some attainment gaps in specific groups identified by the school, and there is evidence of these pupil groups being focused upon within lessons.
- Overall, the quality of work in books is of a good standard. However, the consistency and detail of the monitoring of recorded work need to be further embedded in some classes to ensure consistency of provision.

### RE2 The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is good.
- Teachers plan and deliver consistently good lessons. Pupils' knowledge progresses at a good pace.
- Teaching is a strength of the school. Staff lead with confidence and adapt questions to meet pupil needs. Most pupils are appropriately challenged.
- Most teachers are confident in their subject expertise and have a good understanding of how pupils learn. As a consequence, pupils make good progress in lessons and over time.
- Teachers use observations and questioning during lessons to adapt tasks and explanations, thus improving learning for pupils. Most teachers use effective

questioning to assess knowledge and often probe deeply to get the best from their pupils.

- High-quality and creative resources, including other adults and visitors, are used effectively to optimise pupils' learning. Pupils enjoy Religious Education, which is evident in lessons and books.
- Work is adapted to meet the needs of pupils to consolidate and build upon learning. This ensures that pupils learn at a good pace.
- There is evidence of good, quality feedback, which leads to pupil engagement, understanding, and interest. 'Even Better If' comments are provided and responded to by the pupils.
- Teachers communicate high expectations through effective questioning, and most pupils respond positively. Relationships are positive, which impacts engagement and enthusiasm within pupil learning.

### **RE3 How well leaders and governors promote, monitor, and evaluate the provision for Religious Education**

- Leaders and governors are good at promoting, monitoring and evaluating the provision of Religious Education. The subject is a priority for the school in learning and finance.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and at each key stage.
- Leaders and Governors ensure that 10% of the curriculum time meets the requirements of the Bishops' Conference in every key stage. Religious Education is comparable to other core subjects.
- Governors are kept fully informed of the standards of attainment within Religious Education and have a general understanding of the strengths and areas for development which is informed through the Headteacher report and subject leader report.
- The Life and Mission Committee are regularly informed and openly challenges leaders as part of school improvement. This is an effective committee.
- Pupils' work is accurately assessed according to archdiocesan expectations, levelled and moderated each term.
- The subject leader is committed to improving provision and outcomes for all pupils; she is well skilled to implement her vision.
- Leaders and governors ensure that Religious Education is planned to meet the needs of pupils. The subject leader for Religious Education has a clear vision for teaching and learning and a good level of expertise in securing this vision. Regular continuing professional development (CPD), feedback, and evaluation to all teaching staff, ensuring consistently good teaching.
- The link Governor regularly communicates with the subject leader to further support the leadership of the subject. Self-evaluation is accurate.

**COLLECTIVE WORSHIP**

<b>The quality of Collective Worship</b>	<b>Good</b>
How well pupils respond to and participate in the school's Collective Worship	Good
The quality of Collective Worship provided by the school	Good
How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship	Good

**CW1 How well pupils respond to and participate in the school's Collective Worship**

- Pupils are attentive in all acts of Collective Worship. They act with respect and reverence; they are keen to participate in Collective Worship.
- Pupils are embedding the preparation and leadership parts of Collective Worship with confidence and enthusiasm. They use a liturgical structure in their planning of liturgy.
- Mass is regularly celebrated in school or Church. Masses are well supported by parents, who value the opportunity to come and join the pupils to celebrate the Eucharist. The parish priest and school partnership is effective and ensures that each Mass is an engaging and personal encounter with Christ.
- Pupils understand the liturgical year, seasons, and feast days; more work has been planned to explore other forms of prayer.
- Pupils use a variety of approaches to prayer, including scripture, religious artefacts, singing, and liturgy. This leads to pupil engagement and participation within Collective Worship.
- They have a sense of respect for those of other faiths; examples of Judaism were seen during the inspection. The school has mapped out the next stages to develop pupils' understanding of other faiths which will be introduced later in the school year.
- During Advent and Lent, whole school liturgies enable the pupils to develop spiritually.

**CW2 The quality of Collective Worship provided by the school**

- Collective Worship is part of the life of the school; praying together is part of its daily life and experience for pupils and staff. This is evident through the reverence and respect shown by the pupils.
- Pupils enjoy singing and using new songs and hymns within worship and liturgies. Pupils spoke very positively about the singing within the school and the joyful presence of Christ through music. One Year 6 pupil said, 'when we sing, we pray twice'.
- Collective Worship is well planned, has a clear structure, and is understood by staff and pupils. Staff receive regular training led by the Religious Education subject leader and archdiocese, thus developing a more cohesive and creative approach.
- Staff and pupils plan and evaluate acts of Collective Worship; each class has its own Catholic Life and Collective Worship book. Pupils take turns each week to lead a

liturgy; pupils spoke positively about their responsibility of planning and leading prayer. This was evident in most classes.

- Staff have received training led by the Religious Education leader and help pupils plan and deliver Collective Worship when needed. This has further raised standards and reignited pupils' enthusiasm for Religious Education and shared worship.
- Staff and pupils speak positively about the collective worship in the school. Collective Worship has a purpose, message and direction. Themes are chosen based upon the liturgical year; feast days and special times are marked, for example, 'The Blessing of the Chalk'. This further helps to improve pupils' knowledge.
- Parents and Governors are active within the parish and school life and participate in worship sessions at whole school assemblies, masses, family masses and sacraments.

### **CW3 How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship**

- Leaders and governors are good at promoting, monitoring and evaluating the provision for Collective Worship.
- Collective worship is given priority within the school, where staff are given support to ensure the planning and delivery of worship are of the best quality.
- The Religious Education subject leader provides guidelines to ensure that all staff clearly understand the Church's liturgical year, feast days, and special celebration events. The school makes these accessible in a contemporary context.
- Leaders are actively involved in leading Collective Worship within the school and are appropriate models of good practice for staff and pupils. They regularly share good practices with others.
- Staff actively promote pupil leadership of Collective Worship. Despite challenges over the last two years, staff are now resurrecting high-quality pupil-led worship.
- Leaders and Governors monitor and evaluate Collective Worship as part of a monitoring cycle. This monitoring could be further deepened so that Governors have a comprehensive knowledge of all initiatives.
- Collective Worship is prominent throughout the school day, with prayers led throughout the school day.



**SCHOOL DETAILS**

Unique reference number	124349
Local authority	Staffordshire
<i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the Education Act (2005).</i>	
Type of school	Primary
School category	Voluntary Aided
Age range	4-11
Gender of pupils	Mixed
Number of pupils on roll	197
Appropriate authority	The governing body
Chair	Adrian Taylor
Headteacher	James Shingler
Telephone number	01543 227440
Website address	<a href="http://www.st-marys-cannock.staffs.sch.uk">www.st-marys-cannock.staffs.sch.uk</a>
Email address	<a href="mailto:office@st-marys-cannock.staffs.sch.uk">office@st-marys-cannock.staffs.sch.uk</a>
Date of previous inspection	November 2015

**INFORMATION ABOUT THIS SCHOOL**

- The percentage of Catholic pupils is currently 50%.
- The percentage of disadvantaged pupils is broadly in line with the national average.
- The percentage of SEND pupils is broadly in line with the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with EAL is below the national average.
- Attainment on entry is below average.
- Since the last inspection, there has been a new headteacher, a new parish priest, and a new deputy headteacher.

**INFORMATION ABOUT THIS INSPECTION**

- Two Diocesan Inspectors carried out the inspection: Victoria Brickley and Melanie Elliott.
- 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 five 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 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 collective worship experience.
- Meetings were held with the chair of governors, the Life and Mission committee, the Catholic Life link governor, the headteacher, the Religious Education subject leader, parish priest, parents, and pupils.
- The inspectors attended a whole school Collective Worship, class Collective Worship and undertook a learning walk to look at aspects of learning and teaching in



Religious Education, the presentation of the school's Catholic Life, and pupils' behaviour.

- The inspectors 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 RE action plan, teachers' planning, Religious Education and English books and Catholic Life/Collective Worship class books.