



Archdiocese of Birmingham

Section 48 Monitoring Visit

ST FILUMENA'S CATHOLIC PRIMARY SCHOOL

[Part of the Painsley Multi-Academy Company]

Blythe Bridge Road, Caverswall, Staffordshire, ST11 9EA

Inspection date	26 th April 2016
Reporting Inspector	Rose Brookes

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Academy
Age range of pupils	4-11 years
Number on roll	208
Appropriate authority	Board of Directors
Chair of Directors	John Pennington
Telephone number	01782392367
E-mail address	office@st-filumenas.staffs.sch.uk
Date of previous inspection	November 2011
DFE School Number	860 3457
Unique Reference Number	138723

Headteacher	Anne-Marie Cheadle
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Previous inspection:	1
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This inspection:	1
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April 2016

Diocesan Education Service,
Don Bosco House,
Coventry Road,
Coleshill,
B46 3EA

Mrs Anne-Marie Cheadle
St Filumena's Catholic Primary School
Blythe Bridge Road
Caverswall
Staffordshire
ST11 9EA

Dear Mrs Cheadle

Section 48 Monitoring inspection: 26th April 2016

Thank you for the very warm welcome you, your governors, pupils and staff gave to me when I inspected your school on 26th April 2016 and for the information you provided both before and during the inspection. In particular I would like to express my gratitude to the parish priest and the chair of directors of the multi-academy company (MAC) for being so generous with their time. The inspection was a "light touch" monitoring inspection because your school was judged at the last section 48 inspection to be an outstanding school and because it is now five years since you last received a diocesan inspection.

The purpose of the inspection was to assess the quality of the school's self-evaluation and improvement planning for Catholic life and religious education. In order to make this judgement I read school documents, including a summative self-evaluation, interviewed senior leaders, the chair of directors, the parish priest, the subject leader for RE, and groups of pupils. I attended a whole school assembly, observed 4 part lessons with the headteacher and looked at a sample of pupils' written work. I was accompanied by the headteacher on a learning walk around the school. I attended a lunchtime prayer meeting led by the school lay chaplain and I attended a parent workshop.

Catholic Life

In its self evaluation St Filumena's Primary School judges its overall effectiveness in relation to its Catholic life and RE to be outstanding. This appraisal is justified based on the evidence gathered during this inspection, which validated the school's own judgement as accurate. The relatively new headteacher and senior leadership team ensure that the school has effective self-evaluation procedures in place for monitoring all aspects of the school's Catholicity. However, there has not been long enough to fully implement all the procedures. Pupil interviews and questionnaires have found that pupils wished to take a lead role in classroom assemblies. These are being developed with the assistance of the lay chaplain so that they can learn to prepare and plan their own liturgies. This was evident in their outstanding engagement with the rich opportunities for prayer and worship as well as their outstanding behaviour. During the inspection a whole school assembly, confidently led by Year 6, was held to celebrate the Year of Mercy. Pupils' behaviour was impeccable. They were attentive and reverent, singing enthusiastically, and reading and acting with confidence. Pupil knowledge of prayer develops through the key stages. This was evident in book trawls and prayer displays but pupil voice monitoring has found that pupils would



appreciate even more opportunities to pray in different ways. This is being developed by the school. The school lay chaplain is having a significant role in developing different ways of praying. The school has creatively embraced initiatives such as the diocesan focus on Catholic values. Evidence of this could be seen in pupils' work and displays in classrooms and the hall, however the school could evaluate these more to reflect on their impact. Parents have filled in sacramental programme evaluation forms. The positive comments demonstrate how much parents value the after school catechesis which they receive and how it has renewed their faith and enabled them to share it with their children. They say that they treasure this precious time to reflect difficult topics with their child on his or her faith journey.

During the inspection there was a 'shine afternoon' for Foundation Stage parents and pupils. A good percentage of parents attended this. They made religious symbols about the Year of Mercy and the afternoon concluded with a liturgy led by the Foundation Stage leader. Each year group has organised a shine afternoon. A strength of the school is the way that it continually makes opportunities to bring parents and children together to learn about their faith and pray. Pupils benefit from this because their parents have a deeper understanding of their faith which they can share at home. The school has demonstrated how parents can share their faith with their children so the pupils' journey of faith continues at home as well as in school. There is a great variety in the styles and opportunities for collective worship which ensure outstanding outcomes for pupils. During the inspection the school chaplain led a prayer session and workshop where the 'mini vinnies' made rosary beads. The school chaplain has created a quiet space to pray. This has further supported the pupils' spiritual opportunities. Pupils regularly plan their own charity events and prayer activities.

Of particular strength is pupils' understanding of the relevance of what they learn both in lessons and outside to their own lives. The mission statement has been reviewed so that all stakeholders understand how they can apply it to their lives. This is evident in the way that pupils can speak about the mission statement and what it means. The school council have recently been involved in writing a prayer which is displayed and prayed throughout the school. Pupils can explain that 'I am loved' translates into 'God loves us and we are also loved by the teachers and staff at this school. We also love each other.' When interviewed pupils were able to articulate what the role of the 'mini vinnies' are and how they are called to pray and serve the school and others in their lives. There is an extensive bank of evidence both written and photographic which shows the depth and quality of the Catholic life of the school and pupils' involvement in it. Senior leaders use this to reflect on how they can further develop the Catholic life. This is regularly reflected on in the headteacher's report. It is also discussed and minuted at the Academy's mission and ethos committee. Further actions can be seen in the school development plan which is initially developed by the MAC principals and the school's own actions are then developed from this plan. This is reviewed termly by senior leadership and this is shared with staff. St Filumena's still needs to include pupil voice in formulating these plans. Each class has started to collate a class book about Catholic life and prayer. This is a work in progress. It could be further developed so that pupils can use it to reflect on their faith as they go through the school.

Governors and senior leaders from the MAC play a very hands-on part in nourishing and enabling a vibrant Catholic ethos. They are frequent visitors and challenging, critical collaborators, as evident from a scrutiny of the minutes and the responses to the headteacher's reports and reviews. Because the school is part of MAC it benefits from the input of the other schools' staff and governors, an overall robust surveillance which ensures the best practice through rigorous monitoring and challenge. The link governor has done learning walks, attended liturgies, Masses,



sacramental programs and parent workshops. All monitoring is discussed as part of the monthly visit and this is fed back to the directors.

Religious Education

The school's judgement that all aspects of its religious education are outstanding is both accurate and reliable because it is derived from a programme of self-evaluation and review, encompassing pupil attainment and progress, teaching and learning, and curriculum provision. The information obtained from work scrutiny, planning trawls, pupil interviews and data analysis helps to inform development planning. The new headteacher and RE subject leader had planned a programme of lesson observations for the summer term but these had not yet happened when the inspection took place. After the work scrutiny, planning and pupil voice, staff were given development points which were then followed up by the headteacher and RE subject leader. They were looking for 'driver words' in RE, differentiation and engagement. They were also looking to see if the RE lesson was different from a literacy lesson for example and what element of spirituality it contained. Senior leadership were also looking for elements of the Year of Mercy and multi-cultural links. The plan for the summer term observations is reflected in the religious education section of the RE action plan and in the RE targets included in staff performance management. The RE development is discussed at senior team meetings and monthly link director meetings and if new priorities occur, they are added on in pen.

Assessment against attainment targets is built into RE planning and teaching. Pupil attainment and progress are carefully measured against gender, ability, and disadvantage. In addition to the termly assessments based on a particular assessment focus from the scheme of work, each child's work is formally evaluated for every unit and incorporated into a school portfolio. Baseline data and monitoring at the beginning of each year show that children enter school with very limited levels of religious knowledge and experience, but go on to make excellent progress as they move through the school. Boys in upper Key Stage 2 performed at a lower level but this is because a significant number of them have special needs. The school is addressing this with a focus on cross curricular activities where religious education is taught with art and science. These kinaesthetic lessons are motivating boys. There was evidence of this during the inspection in the way that upper Key Stage 2 boys produced very symbolic and spiritual RE following the stimulus of religious art. The percentage of time given to RE is above the required amount: Key Stage 1 pupils have 15%.and Key Stage 2 have 13%. This had an impact on the quality and quantity of work in the books and the way pupils could answer questions.

As the school belongs to a highly successful MAC, it is in the fortunate position of being part of a teaching school and can identify and employ excellent young Catholic leaders of immense potential. This was evident in the relatively new leadership team who have worked together focussing on programmes of staff development to ensure that all staff can deliver a high standard of religious education teaching. An example of this is after a work and planning scrutiny, the RE subject leader highlighted that a teacher needed support with more open questioning. Evidence of an improvement in this was seen during the inspection. The senior leadership team have now rescheduled a programme of lesson observations for the autumn term. Work scrutinies confirm that the achievement of pupils, including those with special educational needs, across both key stages, consistently meets, and for a significant number of pupils, exceeds expectation.



St Filumena's is an inspiring school with an outstanding Catholic ethos and RE. It has the capacity to expand and deepen its commitment to its mission through its dedicated, expertise-rich leadership, who have recently joined the school. It is open to change through the supportive challenge from the schools in the academy and it constantly seeks the best practice to maintain its high level quality of provision for Catholic life and religious education.

Yours sincerely

Rose Brookes
Diocesan Inspector