



# Archdiocese of Birmingham

## Section 48 Inspection Report

### ST ANNE'S CATHOLIC PRIMARY SCHOOL

Bosworth Drive, Chelmsley Wood, Solihull, B37 5DP

Inspection dates:

24<sup>th</sup> & 25<sup>th</sup> September 2019

Lead Inspector:

Maureen O'Leary

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#### OVERALL EFFECTIVENESS:

**Outstanding**

Catholic Life:

Outstanding

Religious Education:

Outstanding

Collective Worship:

Outstanding

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*Overall effectiveness at previous inspection:*

*Outstanding*

#### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is an Outstanding Catholic school because:

- The whole school community is an active and authentic witness to its mission. A constant focus on this mission has an impact on every aspect of this highly successful school.
- The promotion of Religious Education is given the highest priority by senior leaders. This leads to thoroughly well-planned lessons by teachers and a genuine love of their learning by pupils. Pupils make excellent progress in Religious Education.
- Time for prayer is fundamental to every school day. The wide variety of meaningful prayer opportunities helps both pupils and staff to grow and flourish spiritually. The regular celebration of Mass with the parish makes sure that the Eucharist is truly at the heart of the community.
- The inspirational leadership of the headteacher, with wholehearted support from the governors and the staff, ensures that there is a constant desire to review and improve Catholic Life. It is the starting and end point for all school improvement.

#### FULL REPORT

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

- Implement a new Relationship and Sex Education scheme of work and resources to meet the growing requirements of this area of the curriculum.
- Review teachers' current diligent marking in Religious Education to ensure it has the greatest impact on pupils' progress.

## THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school.	<b>Outstanding</b>
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	Outstanding
The quality of provision for the Catholic Life of the school.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.	Outstanding

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

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

- The school's mission, 'Each one of us is unique, each one of us is special, because we are created by God's love. May God's love shine in our lives as we care and share and learn together', is fully lived out in the very strong relationships that exist between all members of the community.
- The regular review of the mission, its inclusion in assemblies and lessons, its prominence in classrooms and communal areas, as well as its celebration in the school mission hymn means that it is known and understood by all pupils.
- This knowledge of the mission, coupled with the pupils' love of their school patron saint, inspires them to try and live each day as 'earthly saints'.
- Staff act as excellent role models for pupils. Their dignified care of each pupil is a true reflection of the school mission.
- The school provides exceptional pastoral care for pupils through the extensive work of the inclusion team and the support of additional adults in the classroom.
- The regular and meaningful use of the Catholic Schools' Pupil Profile (CSPP) helps pupils to make informed and intentional choices about their behaviour. As a result, the behaviour of pupils overall is exceptional.
- Pupils have many opportunities to lead Catholic Life as liturgical leaders, Mini Vinnies, Year 6 leaders, faith friends, Year 5 buddies and altar servers.
- Liturgical leaders, representing the views of most classes, constantly inform senior leaders about how to improve Catholic Life. Pupils appreciate how teachers and leaders listen to and act upon their views. For example, following their monitoring of the environment, the liturgical leaders suggested that a lava lamp, which was seen in one classroom, should be available in all classrooms. Similar lamps were then introduced for each class to create a calm atmosphere for Religious Education lessons and class Collective Worship.
- The school regularly supports local, national and international charities. Through the work of the Mini Vinnies, pupils chose to support Tabor House, a diocesan charity that supports the homeless. Pupils understand that helping others to live a happy life is what God wants us to do, so, as one pupil explained, "We treat each other with respect."
- Every opportunity is taken by staff to develop the pupils spiritually and morally. The use of the CSPP is very well used by staff in classrooms and by senior leaders in Collective Worship to support this work. The regular contributions of each year group to their spiritual learning journals reflects the many varied opportunities that each pupil has to develop.

- The school environment is a vibrant proclamation and affirmation of the Catholic faith. For example, it includes pupils' artwork showing styles of crosses from around the world and Confirmation preparation homework about pupils' chosen saints. It encourages everyone who works and visits the school to be inspired by God to live as earthly saints. The liturgical leaders are always active in improving the environment further and their monitoring has led to more images of the school patron saint, St Anne, being displayed.
- Relationships and Sex Education (RSE) is mainly taught using the diocesan resource, 'All That I Am'. Some senior staff have attended recent diocesan RSE training and new resources from this training are due to be implemented this term. These resources and a new scheme of work will be part of ongoing review and development to meet the growing requirements of this area of the curriculum.
- Pupils have a good understanding of vocation, which is clearly linked to the school mission and the lives of the saints. This understanding has been enhanced by their growing knowledge of their class saints, the lives of the saints introduced to them in phase and whole school Collective Worship and by the support of the parish priest and deacon.
- The school has strong and effective links with the parish. The attendance of pupils at weekly Mass and monthly Sunday Mass is very welcomed by parishioners. They often comment about the excellent behaviour of pupils. They feel that the pupils' singing and reading enhances their own experience of the Eucharist. The school supports many parish events. For example, they contribute significantly to the running of the parish Christmas bazaar, donate flowers from the school May procession to the church and attend the monthly parish tea dance for the elderly, where every class has an opportunity to sing at some time during the year. The parish priest and deacon are regular visitors to the school, supporting its Catholic Life and Religious Education lessons.
- Sacramental preparation of pupils is very good and is supported by the parish priest and deacon. This successful programme has contributed to an increased attendance of families at Sunday Mass. The school and parish generously include pupils who receive special educational provision at other schools in their celebration of the sacraments.
- Parents are very positive about the impact the school has on their children's spiritual and moral behaviour. They feel very welcome at the school and value the care and compassion that is shown by all staff. One parent explained to the inspectors how they were part of, "a spiritual journey with the school." Parents feel that the school helps their children to pray well and they appreciate the support they are given to pray with their children at home using the popular prayer bags.

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

- The leaders and governors of the school are unequivocal in their promotion of Catholic Education as their core purpose. The inspirational leadership of the headteacher sets high standards for Catholic Life, which all members of staff consistently strive to achieve. The deputy headteacher responsible for supporting Catholic Life, and the wider Senior Leadership Team, all provide excellent support in ensuring these high standards.
- The staff's commitment to the Catholic Life of the school is reflected in the attendance of a large number of them at a monthly Sunday Mass with the

pupils and how all of them attend the celebration of the Sacraments of First Holy Communion and Confirmation.

- Catholic Life is given the highest priority in the development of the school as a place of learning and spiritual growth. It is foremost in the school's development planning.
- Leaders monitor Catholic Life in a variety of ways, seeking the views of parents, staff and most frequently pupils. The evaluation of this monitoring often takes place at weekly senior leadership team meetings. This ensures that any areas for improvement are quickly and effectively dealt with.
- The work of the governors Catholic Life working party, whose members regularly visit school and participate in the self-evaluation of Catholic Life, ensures that governors are well-informed about the quality of Catholic Life and any areas that are a focus for improvement.
- The headteacher and governors have committed resources to provide valuable support for vulnerable pupils and their families.

## RELIGIOUS EDUCATION

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

### **How well pupils achieve and enjoy their learning in Religious Education. The quality of teaching, learning and assessment in Religious Education.**

- Pupils enter the school with little or no knowledge of the Catholic faith. Teachers in the Early Years and key stage 1 provide an excellent foundation for learning in Religious Education. In a gentle, but uncompromising, way they set the highest standards for pupils' learning behaviours and knowledge of Religious Education. As a result, pupils rapidly learn to concentrate, to work with their spiritual learning partners and to use a growing number of religious words correctly.
- By the end of key stage 1 pupils make at least good progress and many pupils make outstanding progress. As pupils progress through key stage 2 their attainment and progress in Religious Education consistently increases. As a result, by the end of key stage 2 the majority of pupils are working above diocesan expectations.
- Teachers plan lessons thoroughly using the diocesan scheme of work, Learning and Growing as the People of God, and the new age-related standards in Religious Education in a creative way. Lessons are planned so that there is a very good sequence of learning both through and between lessons. Consequently, teachers provide lessons that are fun but also challenging.
- Pupils enjoy learning and are highly motivated in Religious Education lessons. For many pupils this is their favourite subject. They appreciate the varied ways in which they learn through discussion, drama, art and extended writing. These activities help them to be increasingly reflective about how their learning impacts on their own lives.
- The pupils' ability to answer questions posed by their teachers and to discuss with their spiritual learning partners is very impressive. They are able to confidently use

a wide range of religious vocabulary, their knowledge of the Bible and previous learning to answer and ask challenging questions. This skill is the result of excellent modelling in Early Years, which is continued throughout the school.

- Teachers have very high expectations of pupils. These expectations are shared in a supportive but challenging way. As pupils progress through the school, they rise to this challenge and produce work of a high standard, which is carefully presented.
- All teachers make very effective use of the additional adults available during Religious Education lessons. The vigilant teaching assistants use every opportunity to increase pupils' learning. They often model learning behaviours with the class teacher, provide targeted support for less able pupils or challenge for more able pupils, as well as recording pupils' contributions to discussions, which help teachers assess pupils' knowledge and understanding. They make a very valuable contribution to the pupils' progress in Religious Education.
- Teachers provide helpful ongoing verbal feedback during lessons. This celebrates pupils' learning, addresses any misconceptions and challenges pupils to deepen their answers. Marking in pupils' books is carried out routinely and often encourages pupils to apply their learning to their own lives. This marking would benefit from further review to ensure that it provides only necessary and impactful next steps in learning.

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

- Religious Education is given the highest regard by the headteacher and governors. As a result, it meets the requirements of the Bishops' Conference in every respect. The teaching of Religious Education is consistently given more than the minimum required amount of curriculum time.
- Thoughtful succession planning has enabled the highly motivated and effective Religious Education subject leader to be supported by one of the deputy headteachers. Together they have an inspiring vision of outstanding teaching and learning. Staff, especially those new to teaching in a Catholic school, greatly value their expert support and guidance.
- The monitoring and evaluation of Religious Education is robust and leads to informed improvements to teaching and learning. The subject leader has a clear understanding of the development needs of each class teacher. This allows for tailored support and challenge to be offered. As a result, the teaching of Religious Education throughout the school is good and the majority of teaching is outstanding.
- A commitment of senior leaders to sustained and effective training means that all staff, including teaching assistants, feel confident and supported to teach Religious Education. This has led to consistent high expectations and approach to teaching in Religious Education across the school.
- Analysis of assessment data in Religious Education by the subject leader and class teachers ensures that targeted interventions are put in place to close any gaps in attainment and progress between groups of pupils.

## COLLECTIVE WORSHIP

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

### **How well pupils respond to and participate in the school's Collective Worship. The quality of Collective Worship provided by the school.**

- Times of meaningful prayer are embedded into each school day. The school provides a wide variety of quality experiences of Collective Worship, ranging from whole school assemblies led by the headteacher to individual quiet contemplation in the prayer garden, where Reception children have laid their painted prayer stones. All these times are valued by staff and pupils.
- The celebration of Mass is at the heart of the school. Pupils participate in Mass with great reverence and sincerity. They are very well prepared by staff to read the Liturgy of the Word and the appropriate parts of the Mass. Parishioners, pupils and staff benefit from their well pronounced and audible reading. A number of pupils act as able altar servers.
- The parish deacon's suggestion that pupils attend Benediction in the parish church has been welcomed and implemented by the school. This has allowed pupils to grow in devotion to the Blessed Sacrament.
- Over the years, the experience of working in a prayerful community has led a number of staff and pupils to be received into the Catholic Church.
- All pupils are given the opportunity to plan and lead prayer during weekly class Collective Worship. Starting in Reception class, pupils help the class teacher to prepare the prayer focus with a liturgically coloured cloth and appropriate artefacts. By Year 6 pupils are able to deliver Collective Worship to their class using independent planning.
- A large number of pupils attend voluntary worship at lunch and break times, which is prepared by the liturgy leaders. A lunchtime liturgy club run by a teaching assistant is also very popular. This club has been oversubscribed since it started and provides a very personal experience of prayer in a small group.
- At all Collective Worship pupils are taught about the sacred nature of the Bible. The youngest pupils are taught to carry the Bible with the greatest care and love, placing it gently on a pillow during their class worship. As a result, whenever the Bible is used during worship or Religious Education lessons it is welcomed with word, song or gesture.
- Pupils are developing an awareness of the traditional prayers of the Church. They are keen to continue learning a variety of these prayers and so senior leaders have rightly included this as a target in the school improvement plan.
- The use of music and singing greatly enhances the spiritual experience of Collective Worship. The pupils' joyful singing praises God and proclaims their faith. It moves and uplifts all those who hear it, especially when the whole

school sings the mission hymn. The singing at parish Masses and special occasions is very much appreciated by the parish priest, deacon and parishioners.

- Times of Collective Worship, supported strongly by Religious Education, help pupils to have a well-developed understanding of the Church's feasts, seasons and the liturgical year. For example, pupils understand that October is the special month of the Rosary and is a time when they reflect on the life of Jesus and Mary and why people use the rosary.

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

- The themes of whole school assemblies, phase assemblies, daily class worship and Mass are well planned by senior leaders and class teachers. These reflect and celebrate the key seasons and feasts of the Church and the liturgical year, as well as promoting the school mission, the CSPP and the lives of the saints.
- Senior leaders regularly lead whole school and phase Collective Worship. They are very good models of how to plan and deliver worship.
- The variety of approaches to delivering Collective Worship meets the needs of the pupils and engages them in prayer. The planning of Collective Worship fosters a culture of inclusiveness.
- Staff have received regular training about how to lead appropriate Collective Worship and how to support pupils as they plan and lead worship.
- The monitoring of Collective Worship is ongoing and directly leads to planned improvements and action. For example, senior leaders have noted during class Collective Worship that occasionally there can be too much time spent teaching and too little time for pupils to have a personal encounter with Jesus in prayer. Support for staff to improve this aspect of class Collective Worship is ongoing.
- To make times of personal prayer available to the youngest pupils, senior leaders have introduced a second prayer garden in the Early Years outdoor area. This allows the children to pray at any time during free flow play.

### **SCHOOL DETAILS**

Unique reference number	104104
Local authority	Solihull
<i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Voluntary Aided
Age range	3-11 years
Gender of pupils	Mixed
Number of pupils on roll	428 plus 60 place nursery
Appropriate authority	The governing body
Chair	Hilary Norris
Headteacher	Marie Conway
Telephone number	0121 779 8060
Website address	<a href="http://www.stannessolihull.co.uk/">http://www.stannessolihull.co.uk/</a>
Email address	<a href="mailto:office@st-annes.solihull.sch.uk">office@st-annes.solihull.sch.uk</a>
Date of previous inspection	14 <sup>th</sup> November 2014

## **INFORMATION ABOUT THIS SCHOOL**

- The school is a larger than average sized primary school serving the parish of St Anne's, Chelmsley Wood. The school is situated in an area of high social deprivation in North Solihull.
- The percentage of Catholic pupils is currently 90%.
- The percentage of disadvantaged pupils is significantly above the national average.
- The percentage of pupils with special educational needs and/or disabilities is significantly above the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with English as an additional language is below the national average.
- Attainment on entry is significantly below age related expectations.
- A significant number of new staff have been appointed since the last inspection. This has been due, in part, to the promotion of staff to senior positions in other schools.

## **INFORMATION ABOUT THE INSPECTION**

- The inspection was carried out by two Diocesan Inspectors – Maureen O'Leary and Ben McArdle.
- 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 eleven 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 a 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 experience of Collective Worship.
- Meetings were held with a group of governors (including the chair of governors and the Catholic Life link governors), the headteacher, the Religious Education subject leaders, members of the senior leadership team and the parish priest and deacon.
- The inspectors attended a key stage 2 Mass, class Collective Worship in Years 6, 3, 3 and Reception class, a whole school assembly, voluntary lunchtime prayers, lunchtime liturgy club and undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school 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 Catholic Life/Religious Education action plan, spiritual learning journals and teachers' planning.