



# Archdiocese of Birmingham

## INSPECTION REPORT

### ST EDWARD'S CATHOLIC PRIMARY SCHOOL

Packington Lane, Coleshill

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Inspection dates  
Reporting Inspector

17<sup>th</sup> – 18<sup>th</sup> March 2015  
Mrs Debbie Huxtable

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	205
Appropriate authority	The Governing Body
Chair of Governors	Mrs Stella Skillen
Telephone number	01675 463249
E-mail address	head3503@welearn365.com
Date of previous inspection	February 2010
DFE School Number	9373503
Unique Reference Number	125707

**Headteacher** **Mr. Patrick Ward**

Previous inspection:	2
This inspection:	2

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DIOCESAN EDUCATION SERVICE



## **Evidence**

- The inspection was carried out by 1 Diocesan Inspector.
- The focus of the inspection was on the effectiveness and use of the school's self evaluation of religious education (RE) and Catholic life.
- To validate the effectiveness of the school's self-evaluation of teaching and learning, the inspector observed 3 full RE lessons with the headteacher and RE Co-ordinator.
- The inspector completed a work scrutiny and held a discussion with pupils to evaluate the impact of teaching on their learning over time.
- Meetings were held with the chair of governors, staff, and parish priest.
- The inspector observed a whole school Mass, prayer service 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.
- Other documents such as RAISEonline, the development plan, teachers' planning, and learning journals were read alongside the self evaluation.

## **Information about the school**

- St Edward's Catholic primary school serving the parish of Sacred Heart and St Teresa in Coleshill.
- St Edward's is on the outskirts of the town in a semi-rural location but feeding from an area of mixed housing.
- The number of Catholic pupils is currently 77%.
- The proportion of ethnic minority pupils is 13.
- The proportion of pupils eligible for free school meals is 10% which is below average as are the numbers with special needs and/or disabilities.
- Attainment on entry is broadly in line with the national average overall.

## Main Findings

- St Edward's School judges all aspects of its Catholic life, collective worship and religious education at least good and this was validated as an accurate judgement during the inspection.
- The school's recently reviewed mission statement is central to the life of the school and leads to a strong commitment to the school improvement agenda by all members of the school community, including staff, governors, parents and children.
- The school self-evaluation is informative and accurately identifies areas for development which then feeds into whole school improvement planning.
- Collective worship and staff commitment to the developing prayer life of pupils is a strength of the school and is evident not only in the environment but by the creativity and responses made by pupils.

## School self-evaluation

### Catholic Life and Collective Worship

- The school's judgement that the Catholic Life of the school is good is accurate and evidence of this was seen during the inspection. However, there is significant need for a more formal approach to evaluation with a systematic gathering of evidence. Both governors and senior leaders recognise this.
- The parish priest, who is also a governor of the school, has a central role in the development of the Catholic life and collective worship within school, offering support, challenge and ideas to develop this aspect further.
- Governors are knowledgeable about the Catholic life of the school and are able to identify what the school does well and where it needs to improve. However this is because of regular visits to the school and informal discussions with the staff and pupils rather than the use of a more formal self-evaluation of Catholic life.
- The headteacher and subject leader discuss and evaluate outcomes for pupils through meetings and staff training which then feeds into the whole school development planning and the RE action plan.
- Individual classes gather evidence of the Catholic life and collective worship within school and the community. The evidence is in photographic albums together with the written thoughts, prayers and evaluations of the children; they form an effective method of recording and reporting as well as an opportunity to evaluate the impact on pupils' learning both immediately and over time.
- Monitoring and evaluation of collective worship is carried out by the subject leader and staff are also expected to evaluate their own practice. This enables professional development to be effectively targeted at those staff who need most support as well as using the expertise of those who are more confident in this area. The subject leader records the outcomes of monitoring as well as the impact of professional development opportunities for staff including diocesan courses, in house whole staff training and any individual support provided within school.
- Parents are very supportive of the school and although their views are not formally gathered on the Catholic life and collective worship they have opportunities through open evenings, sacramental meetings and attendance at collective worship to discuss and evaluate the outcomes in terms of faith development of their children.

- Pupils are articulate and are very capable of discussing the Catholic life of the school and what the role of their school is within the community. They are able to evaluate what the school does well and what they think it could do better.
- Community and the development of links with other communities such as charities, the local parish and other schools and is strong and provides opportunities to actively promote the Catholic ethos.
- The school leads the preparation for the reception of the Sacraments and parents and pupils respond well which is evidenced by the good attendance at meetings and services both in school and within the parish.
- The subject leader has put in place some evaluation of Catholic life and has plans to develop this further to ensure that it feeds directly into the school development planning cycle.
- Collective worship is a strength and children have a wide experience of formal and non-formal prayer styles. All classrooms have a high quality prayer corner which is currently focused on Lent and follows the colours of the seasons. These are monitored by the subject leader who is able to offer support and advice should staff require it.

## **Governance**

- Governors have a good understanding of how their school is a living witness to Christ in the world today. They therefore recognise the importance of their role in the evaluation and development of the Catholic life of the school and are starting to appropriately challenge and ask questions which lead to better outcomes for pupils and the school.
- Governors take advantage of opportunities within school and the parish to attend collective worship, including the celebration of the Eucharist. They see this as an important part of their role and believe it gives them an insight into the development of the school ethos and the response of pupils and parents.
- Governors are kept informed of activities and outcomes for pupils through the headteacher's termly report to governors and use this as a means of informally evaluating practice and suggesting further developments.

## **Religious Education**

- The school judges monitoring and evaluation as well as teaching and learning in RE to be good and is an accurate assessment of what was seen during the inspection.
- The headteacher and deputy headteacher, who is also the RE subject leader, are committed to raising standards and show a good capacity for this improvement. Although the subject leader is shortly to go on maternity leave, provision has been planned and supported transition has been put into place early to ensure a smooth transition.
- The dedication and involvement of the parish priest in the curriculum, adds strength and depth to the evaluation of the outcomes for pupils and the impact of teaching on pupil's learning.
- Staff review and analyse the impact of the curriculum and continue to develop it to meet the needs of children and provide vibrant, relevant and meaningful activities. Planning and delivery show it meets all national and diocesan expectations.

- Collection of performance data is embedded and begins with an annual scrutiny of the baseline assessment in Early Years. This enables the school to review provision in line with the growing needs of the pupils as they enter school with limited knowledge of religious artefacts or prayers.
- The subject leader collects and analyses performance data and feeds the key messages back to staff. She rightly recognises that the next steps will be the analysis of vulnerable groups and whether or not there is a gap in performance.
- Religious education is monitored in line with other subjects and there are regular and planned, lesson observations, drop-ins and work scrutiny. Outcomes are reviewed and discussed with senior leadership so that professional development within school can be planned to accommodate individuals and groups of staff. All staff also attend appropriate courses and meetings held by the diocesan RE department to ensure all staff are up to date with trends and expectations.
- Multi-cultural education is a strong component of the curriculum and children respond positively to their learning about other faiths and people. Although the pupils are mainly of White British origin they know they should be tolerant of how people are different and this is evident around the school in the way that they treat each other.

### Overall effectiveness of the school<sup>1</sup>

- Governors and senior leadership are beginning to develop an effective system of self-evaluation through the monitoring and evaluation of Catholic life, collective worship and religious education which in turn will enable them to set effective targets for future improvement planning.
- Standards in RE at the end of Key Stage 1 are in line with standards in reading, writing and mathematics; progress across Key Stage 2 is good and school data shows that children consistently achieve above expected levels by the end of Year 6. Although this was not always evident in their written work, pupils could demonstrate through discussions and interviews good subject knowledge of the curriculum, as well as a very mature and deep understanding of how it is relevant for them today.
- Pupils learn not only during RE lessons but through assemblies, meditation and other forms of collective worship leading to all pupils having good recall of key Bible stories and formal prayers of the Church.
- Monitoring by the subject leader shows a rise in the quality of teaching in RE and it is now at least good with good use of resources and effective questioning enabling teachers to deepen pupils' understanding and improve outcomes for pupils across all classes.
- Pupils are very articulate and some older pupils make outstanding contributions to lessons through higher order thinking skills. They are able to question, interpret and verbalise difficult concepts. However, this is not always reflected in their recording and in some classes does not meet the high standards that pupils achieve elsewhere.
- Senior leaders place an emphasis on good quality feedback in all books and recognise the quality of written feedback in RE is inconsistent and therefore does not make best use of the opportunities to move pupils learning on even further.

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<sup>1</sup> As the quality of the school self-evaluation has been affirmed, the judgements in this section of the report conform to those of the school.

Expectations of presentation and the quality and quantity of some pupils' work is also not characteristic of the high level pupils achieve verbally.

- Opportunities for pupils' spiritual and moral development are carefully integrated into the RE curriculum and are evidenced in the environment and work in their books, however there is less evidence of children's understanding of the call to vocation and its impact on their lives.
- Children enjoy the opportunities for collective worship particularly whole school Masses and confidently talk about the Eucharist being central to the life of the school. They enjoy planning liturgies and writing prayers which they confidently share during prayer times and at Mass.
- The school's commitment to Gospel values is evident through displays around the school, noticeboards and focal points for prayer including the prayer garden which is regularly used and was seen in action on two occasions during the inspection
- Pupils develop a deep and mature understanding of Gospel values and of how to be good citizens which is witnessed through their commitment to the school mission statement, their regular charity work and eco-school activities.

## **Recommendations**

- Develop a more formal and rigorous self-evaluation of the Catholic life of the school involving all stakeholders which feeds directly into school improvement planning.
- Develop quality of feedback given to children in order to move learning on and ensure all staff have high expectations of presentation in pupil's books.



March 2015

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

Dear Parents and Carers

**Section 48 Inspection of St Edward's Catholic Primary School, 17<sup>th</sup> – 18<sup>th</sup> March 2015**

I am writing this letter to share with you the findings of the diocesan inspection of your children's school. Diocesan inspection now explores in detail the school's own view of itself as expressed in its self-evaluation. For this reason, much of the report is more technical than used to be the case. You are still entitled to have a copy of the full report should you want one and it will be available on the school website or by request from the school office.

St Edward's is a good Catholic school that has accurately identified its strengths as well as the key areas to develop further. The school is well led by the very dedicated senior leadership team. Governors are committed to the continuing development of the school and show a good understanding of their role in providing both support and challenge. The parish priest is a regular visitor to the school and makes a considerable contribution to many aspects of the school's life.

Pupils are able to talk confidently about the meaning of the school's mission and the impact it has in their daily lives. They are proud of their school and speak enthusiastically about their learning and achievements. They make good progress in RE which provides good opportunities for them to develop the skills, knowledge and understanding required of their age range. Children are articulate, have excellent recall of Bible stories and are able to use higher order thinking skills to interpret and recognise the importance for them in their lives.

Collective worship contributes strongly to the spiritual and moral development of the children and has a positive impact through the creative and varied opportunities provided by the staff. Children are able to prepare and lead simple liturgies and compose meaningful and reflective prayers. The regular celebration of Mass is central to the life of the school and is greatly enjoyed by all the children. Children also make a significant contribution to the Catholic life of the school and benefit from it.

I have recommended that the school develops more formal and rigorous methods of evaluating the Catholic life and that the quality of feedback to pupils in their books, as well as the standards of presentation, be a focus for future improvements.

It was an honour and a privilege to inspect St Edward's Catholic Primary School. The children, families and staff all made me feel very welcome and it was a real pleasure to spend some time in the school. I wish you all happiness and success in the future.

Yours sincerely

Debbie Huxtable  
Diocesan Inspector