



# Archdiocese of Birmingham

## Section 48 Inspection

### ST ANNE'S CATHOLIC PRIMARY SCHOOL

Chace Avenue, Willenhall, Coventry CV3 3AD

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Inspection date	28 <sup>th</sup> & 29 <sup>th</sup> November 2017
Reporting Inspector	Sister Susan Collins

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	196
Appropriate authority	The Governing Body
Chair of Governors	Amanda McDonagh
Telephone number	02476 302882
E-mail address	admin@st-annes.coventry.sch.uk
Date of previous inspection	December 2012
DFE School Number	331 3418
Unique Reference Number	103719

<b>Headteacher</b>	<b>Mrs Keri Baylis</b>
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Previous inspection:	Good
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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 four RE lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with the headteacher.
- 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 a group of governors, including the chair and vice-chair, the headteacher and deputy headteacher, RE subject leader and the parish priest.
- The inspector attended a whole school Mass, two acts of class based collective worship and a prayer service in which advent wreaths were blessed by the parish priest, 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' achievement and progress, the Analyse School Performance (ASP) Summary, the school improvement plan, and teachers' planning.

## Information about the school

- St Anne's is a one form entry school serving the parish of St Anne's, Willenhall in south-east Coventry.
- The percentage of pupils from minority ethnic origins and pupils with English as an additional language is above that found in most schools.
- The number of Catholic pupils is currently 58%.
- The percentage of disadvantaged pupils is above average.
- The proportion of pupils who have special educational needs, and/or disabilities is above average.
- Attainment on entry is well below average and this is reflected in the RE baseline where pupils enter school with limited knowledge of the Catholic faith.
- Since the last inspection a new headteacher, a number of new teachers, a new parish priest and new governors have been appointed.

## Main Findings

- The faith of the headteacher and her deputy is inspirational. They provide a strong Catholic environment for all the pupils to grow in their faith.
- Collective worship is a priority for the school community. An area of strength is the pupils' behaviour and reverence. Collective worship leaders have been appointed in every class.
- Catholic virtues are promoted throughout the school through the Catholic Schools' Pupil Profile (CSPP). This is evident in displays, lessons and collective worship. Children were able to discuss the virtues they had learnt about in several different ways. They thought that all the virtues were important. A virtues tree in the hall displays the names of the pupils who are living out these virtues.
- Teaching is always good, with some teaching outstanding. All pupils enjoy their RE lessons.

- The leaders of the school are aware of the strengths and the areas for development in relation to Catholic life, collective worship and RE. They have ensured that recommendations from the previous inspection have been fully addressed.
- The governors are a committed group with a good range of skills. They fully support the changes that have been made to the school. They are regular visitors in school and take part in a range of monitoring activities. This means they are very well informed.
- Pupils recognise different forms of prayer but their knowledge of prayers in Key Stage 2 requires development.

## **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 with some outstanding features.
- The pupils and staff are proud to belong to a Catholic school and the Catholicity of the school is clearly promoted in many different ways. Anyone who enters the school building is immediately aware of its Catholic ethos.
- Pupils understand the importance of the mission of the school and know they are being called to live by it on a daily basis. Opportunities for reflection upon this mission are embedded within school routines.
- The quality of Catholic life has been strengthened since the appointment of the headteacher. Governors are appreciative of the efforts that have been made and are aware of the great improvements that have been achieved.
- The school uses informal, and more recently formal, observations to monitor the Catholic life of the school. This term, the school has reviewed school signage, evaluated 'Catholic life and ethos' and 'Pupils and Catholic life'. As a result of carrying out these audits, staff have correctly identified two areas that need developing. Firstly, to increase pupils' participation in the evaluation of the Catholic life of the school and secondly to promote a culture of vocation.
- Pupils are keen to be involved in fund raising activities. They choose which charities the school supports. This year they have supported the Coventry Food Bank and the Andrew Robinson Trust.
- Prayer areas in all classrooms reflect the liturgical season. The headteacher monitors these areas and has given good advice to staff on how to improve them. On each focal point there is a class prayer book, the mission statement, prayers that the children should know, and the Catholic virtues.
- The Catholic Schools' Pupil Profile has been promoted in the school and has been developed in line with diocesan expectations. Pupils can share the meaning of the virtues within the CSPP and how they influence their words and actions.
- The school has employed family support workers to create a secure and safe learning environment and to provide support for families.
- Pupils' response to, and participation in, collective worship is good with some outstanding elements. They show great respect and reverence, are keen to take on roles and sing hymns joyfully.
- Pupils are aware of the liturgical seasons and key feasts of the Church's year.
- Collective Worship Leaders have been appointed in each class. Children write prayers at home with their families which are then shared in school. The school recognises the need to give all pupils the opportunities to plan and lead collective worship on a regular basis.
- Each week the school chaplain celebrates a class Mass. The whole school community attend Mass on Holy days of obligation. All pupils, both Catholic and those of other faiths, or none, benefit from this celebration. The majority of the

children, spoken to after the Mass celebrated during the inspection, said that they felt holy and that God was with them.

- Some pupils take on the responsibility of serving Mass both in school and in the parish.
- Pupils have regular experience of different forms of prayer. During the inspection, they prayed whilst the Blessed Sacrament was exposed on the altar in Church. They know some commonly used traditional prayers. Their knowledge, however, does not meet diocesan expectations. An audit of pupils' knowledge of traditional prayers should be carried out and any gaps in knowledge addressed.
- Year 6 pupils attend the Coventry Schools Vocation Mass. A religious sister also shared her vocation story with the pupils. This has contributed to their understanding that God calls us to serve him in different ways. However, vocational development across the school is not fully embedded into the Catholic life of the school.
- The behaviour of the pupils throughout the school is outstanding. They treat each other and all adults with respect.

## **LEADERSHIP**

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

- The leadership of Catholic life and collective worship of the school is good with some outstanding features.
- The headteacher has a clear understanding of her role in the leadership of Catholic life of the school and is fully supported by her deputy, assistant headteacher and the governing body. She is committed to ensuring that the children have a rich and meaningful experience of the Catholic life. This helps each child come to know and live their lives according to the teachings of Jesus.
- All staff are thoroughly inducted into the Catholic life of the school. Staff newly appointed to Catholic schools have all attended training. A recent staff retreat led by a lay chaplain from Cardinal Wiseman Catholic secondary School was well received by all members of staff.
- Leaders and governors have included a specific Catholic life objective in the school improvement plan. Improvement planning is detailed with clear time scales; it links closely with outcomes from self-evaluation so everyone understands the priorities for development.
- Collective worship is monitored by the headteacher and governors. Staff appreciate the advice and support they have been given to improve the quality of acts of worship. Parental feedback is requested periodically, after specific times of collective worship. Parent's comments were positive following a whole prayer service on the Rosary.
- The school is part of the Unity Partnership of Catholic schools in the west and south of Coventry providing a range of school to school support. There are regular opportunities for sharing good practice, focusing in particular on school improvement. The school has appreciated the support given in relation to the leadership of Catholic life.

## **RELIGIOUS EDUCATION**

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

- Evidence seen during the inspection validates the school's judgement that outcomes from and provision for religious education are both good.
- Leadership of RE is good with outstanding features.

- The previous RE subject lead has successfully led the development of RE at St Anne's for over thirty years. Her dedicated service has been gratefully appreciated by staff and governors and the impact of her work can be seen in many different ways. She is inspirational in the way that she shares her own faith with the children in foundation stage. Recently, she has worked with the headteacher on leading the development of RE. Since the start of this academic year the headteacher is effectively fulfilling the responsibilities of a subject leader.
- Pupils enjoy their RE lessons and make good progress across the school from a low starting point.
- RE is clearly seen by senior leaders as a core subject. Evidence seen during the lessons showed that expectations of staff were in line with other subjects. Pupils are productive during lessons and use a variety of ways of recording and applying their skills.
- Planning is good across the school and in line with diocesan expectations. It is annotated and takes account of previous learning by setting appropriate learning objectives. As a result, pupils are engaged in their learning.
- Pupils are well supported by teaching assistants who reinforce the learning objective and provide additional scaffolding when required.
- The teaching of RE is good overall with some outstanding elements. Pupils value the reflective and spiritual environment that was established from the outset of the lesson. However, teaching of RE could be improved further through precisely matching work to pupils' abilities.
- Teachers' questioning of pupils is thought provoking. It encourages the children to think at a deeper level and to link their learning to their everyday lives.
- Marking and feedback in RE is in line with other core subjects. It gives pupils meaningful feedback and pupils know how to make improvements in their work. This good practice needs to be shared so that there is consistency across the school.
- Staff are given individual feedback after monitoring has taken place and this provides them with invaluable support. Key messages are shared with all staff and senior leaders identify further support required. Teachers feel well supported by the subject leader. Action is taken promptly where improvement is needed.
- Assessment procedures in RE have improved since the last inspection; tracking of pupil performance is embedded and trends and cohort data have been analysed. There are no major gaps in learning between groups of learners.
- On entry to the school, knowledge of the Faith is limited but by the end of Key Stage 1 and Key Stage 2 the children have made good progress.
- The RE curriculum is broad and balanced, thoughtfully planned with clear links to the *Curriculum Directory* and the diocesan programme, *Learning and Growing as the People of God*, and is accessible to all. It provides well for pupils' spiritual and moral development.
- The curriculum provides very good opportunities for spiritual and moral development. In order to improve the curriculum, further opportunities for vocational development need to be planned across the school.
- As part of the curriculum, children are given opportunities to gain knowledge about other faiths and cultures through a 'One World Week'. The pupils would like the opportunity to visit different places of worship.
- Pupils at St Anne's school enjoy school life. Consequently, their behaviour in class is outstanding.
- The teaching of relationships and sex education is taught in accordance with the teachings of the Catholic Church.
- Governors fulfil their statutory and canonical responsibilities well in regards to RE.

## Recommendations

### In order to improve the school should:

- Ensure that robust monitoring procedures, that have been recently established, are used on a regular basis to support school self-evaluation and improvement.
- Improve teaching in RE through precisely matching work to pupils' abilities.
- Increase the opportunities for pupils to plan and lead collective worship in a variety of settings.
- Ensure that all pupils have a very good knowledge of traditional prayers appropriate to their age.
- Improve pupils' vocational development across the school.