



Archdiocese of Birmingham

INSPECTION REPORT

ST ANNE'S CATHOLIC PRIMARY SCHOOL COVENTRY

Inspection dates 10th-11th December 2012
Reporting Inspector Brenda Beale

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Voluntary aided
Age range of pupils	4-11 years
Number on roll	180
Appropriate authority	The governing body
Chair of governors	Amanda McDonough
School address	Chace Avenue Willenhall Coventry CV3 3AD
Telephone number	024 76 302882
E-mail address	admin@st-annes.coventry.sch.uk
Date of previous inspection	January 2012
DFE School number	331 3418
Unique Reference Number	103719

Headteacher Mrs Maureen Frawley

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, 1 with the headteacher. In addition the inspector completed a work scrutiny and held a discussion with pupils to evaluate the impact of teaching on their learning over time. She held meetings with two governors, including the chair, staff, and parish priest. She observed an assembly, class prayers and a Nativity play, 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. She looked at a range of evidence related to the school's self evaluation such as RAISEonline, the development plan, teachers' planning, and learning walks. Alongside the validation of school self evaluation, the inspector gathered evidence about the role of the RE subject leader, evidence which will be shared with other diocesan schools.

Information about the school

St Anne's is a smaller than average one form entry Catholic primary school serving the parish of St Anne Willenhall in Coventry. The school is in an area of social deprivation. The number of Catholic pupils is 58% but the percentage of baptised Catholics in the reception class is 63%. The proportion of ethnic minority pupils is well above average at 47% with 35% having English as a second language. The number of pupils eligible for free school meals are significantly above national average (40%). The number of pupils with special needs and/or disabilities is above average but a number of pupils have emotional/behavioural needs. Attainment on entry is well below expected standards. Attendance is above the national average.

Main Finding

In its self evaluation St Anne's School judges that its Catholic life and RE are good. Inspection predominantly supports the school's judgements but in truth it considers the school has been cautious in its evaluation of its provision for collective worship and pupils' response to that provision. Both are outstanding. The way the school monitors and evaluates its Catholic life is good but the rigour, processes and thoroughness applied by the subject leader to assessing the effectiveness of RE are outstanding. The senior leadership team and the governors are fully committed to upholding the Catholic life of the school and it underpins all that they do in the school. The information gathered through the monitoring and evaluation leads to development and improvement of its Catholic life. The school continues to have a very good capacity to build on the improvements it has made since its last inspection.

School self evaluation

The strength of school evaluation rests in the senior leadership's intimate knowledge of the Catholic life and RE in the school. Monitoring and evaluation of the Catholic life is very good and takes place through the gathering of evidence which is used for reflective discussion and decision making in senior leadership, staff and governors' meetings. The self evaluation of Catholic life and collective worship tends to be descriptive and, although evidence is rich and improvements are apparent, it would benefit from more focussed evaluation. The senior leadership team and governors are vigilant about ensuring that the Catholic and worship life of the school are of a

high quality and they are proficient in ensuring improvement. Feedback is given to governors through the headteacher's report. The subject leader, who takes a lead on the senior leadership team of overseeing the Catholic and worship life of the school, is invited to inform governors of achievements, developments and needs, not only in RE but also in this whole area of school life. An excellent tool for monitoring Catholic life, collective worship and RE is the school's 'Children's Voice'. Questionnaires and feedback from the pupils inform future planning. Parental opinion is also part of the process. For example, the plentiful feedback from the prayer bag initiative has enabled the school to assess its effectiveness.

The way in which the subject leader monitors and evaluates RE is outstanding. Analysis of data collected through assessment has led the school to accurately judge that attainment is good. Baseline assessment shows that many children enter school with little knowledge or understanding of the Catholic faith. By the time they leave St Anne's all pupils have gained good knowledge and understanding of the scripture and the Catholic faith. The school knows this, not only through assessment and tracking procedures but also through lesson observations and book scrutiny. It also rightly judges, through these means, that progress is good and in some cases outstanding. The subject leader has accurately judged that teaching in RE over time is predominantly good. This judgement was formed through book scrutiny, lesson observations, talking with pupils, monitoring of planning and monitoring of staff through learning walks. The subject leader and senior leadership are very aware of those teachers who are new to teaching and/or lack subject knowledge or those whose teaching requires improvement. In feedback to teachers the school does not shy away from delivering tougher messages. The subject leader, who is not class based, has an effective range of strategies in place to enable teachers to improve. Curriculum is also effectively monitored and the need to develop a better multicultural/faith curriculum has been identified.

Overall effectiveness of the school¹

In Key Stage 1 progress is very good but because on entry children's attainment is exceptionally low at the end of that key stage their attainment is satisfactory. Work found in books is good but children are not able speak with confidence about the things they have learnt. By the time pupils have reached Year 6 all pupils have gained significant knowledge and understanding of the scripture and the Catholic faith. They are keen to compare their own ideas with those of others; use a range of religious vocabulary; and they are articulate and confident about their beliefs. Pupils with learning difficulties/disabilities make good progress in RE and there is no major significance in the performance in RE between boys and girls.

The way in which pupils contribute to and benefit from the Catholic life of the school is good. Children value and respect the religious tradition of the school and its links with the parish. There is a strong sense of moral and social awareness. Pupils have well formed consciences and a very good understanding of right and wrong and are therefore able to make moral decisions as good citizens. Charity collections take place throughout the year. There is an enthusiastic response to fundraising and children suggest those charities they wish to collect for. Warm relationships between adults and pupils are evident throughout the school. Pupils demonstrate positive attitudes to learning and towards adults. Pupil interviews have shown that the children are interested in RE and their knowledge is age appropriate.

¹ 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.

Pupil response to the plentiful and high quality provision of collective worship is judged by the school to be good. Children have many and varied opportunities to develop initiatives and work in teams to prepare for Masses held throughout the year, with classes taking responsibility for preparing the liturgy for Holy Days and other special Masses. Year groups lead others in prayer and worship at themed whole school assemblies employing ICT and drama. Their behaviour throughout prayer and worship is exemplary and they sing with great enthusiasm and feeling. They have knowledge of a good range of prayers and are currently pleased to be saying the Apostles Creed every day before morning break. Pupils are familiar with and enjoy reflection and meditation.

Provision in RE is good and is well monitored by the subject leader. Teaching overall is good. Some outstanding teaching was observed during inspection. The subject leader is an exemplary teacher and she provides strong support for those whose knowledge is not robust. She works alongside teachers modelling good practice and helps with planning. Use of ICT is a real strength enabling individual research, presentation of work, supporting lessons and collective worship (Bible stories, religious music and clip art etc). Teachers monitor the progress of their pupils through day to day assessments of the pupils' work, including marking which is particularly well done. Assessment is linked to the diocesan strategy and is becoming strongly embedded, as part of the school's practice, to inform teaching and future planning. Behaviour management is very good within the school and the children have a positive attitude to their education and the behaviour in lessons is very good. Learning mentors work with 'hard to reach' families and support vulnerable children in school.

The curriculum is planned carefully to address the needs of all the children bearing in mind their previous experience and knowledge of the faith and local circumstances dictate that children have a low level of active involvement with Church life. These issues are being addressed through the Sunday Liturgy groups and through parental involvement in sacramental preparation classes. Circle time allows opportunities for children to discuss their feelings develop empathy and reflect on events of the week. These are times when the Gospel messages are related very closely to the children's lives and actions and allow the children to see God at work in their lives. The school follows the Diocesan programme 'All that I am' to develop children's 'Relationships and Sex' education. Through the curriculum and extra curricular activities offered, children's spiritual, moral and vocational development is good. Pupil interviews and observations of children in class show that they are capable of very deep and careful thinking about their faith and this is reflected in their spontaneous prayers and in their reverent participation in celebrations and liturgies.

The provision of collective worship is excellent. A wide variety of opportunities exists for children to take part in collective worship: class and whole-school Masses, class assemblies, prayer services during Advent and Lent, Rosary, Stations of the Cross, teacher-led assemblies, child initiated assemblies and prayer services, prayer days, reconciliation services. Every session in school begins and ends with a prayer. The subject leader ensures every classroom has a high quality prayer focus which is changed during the year to reflect the church's seasons. As well as learning the traditional prayers of the Church, children are encouraged to pray informally, reflectively and through guided meditations. Staff support for Mass on Sundays is excellent; almost all staff attend school led Sunday Mass thus providing good role models for the children.

St Anne's is a good Catholic school, in which all pupils benefit from the rich spiritual and moral values that permeate all aspects of school life. Religious education is good and pupils thrive in the secure happy environment of this school.

Recommendations

- Work in closer collaboration with local Catholic schools to develop support for non-Catholic and newly qualified teachers.
- Give greater opportunities for pupils to learn about other faiths and cultures particularly utilising the knowledge and expertise within the school.
- Ensure the development of Catholic life and collective worship is explicit in the whole school development plan.



Diocesan Education Service,
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13th December 2012

Dear Parents and Carers

**Section 48 (Diocesan) Inspection St Anne's Catholic Primary School,
10th - 11th December 2012**

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.

The school judged itself to be good in its Catholic life and RE. The inspection found that this judgement is fully justified and that some aspects are even better

- Your children flourish in the school's secure and happy Catholic environment.
- Collective worship is good and at times even better.
- Children make good progress in RE because teaching overall is good and some outstanding teaching was observed during Inspection. The leadership team is very aware of where teaching needs improvement and have good support strategies in place.
- Pupils' behaviour and care for each other is exemplary. Children respond exceptionally well to the collect worship which they help to provide.
- Catholic life is very effectively led by the headteacher, senior leadership team and the subject leader.
- The subject leader is outstanding in her management and development of RE.
- Children do very well because they thoroughly enjoy their learning in RE

We have recommended that the school should work with other local Catholic schools to help support non-Catholic and newly qualified teachers in their teaching of RE. Also they need to develop the pupils' knowledge of other faiths and cultures using the expertise they have in the school community. We have advised that, even though the quality of Catholic life and collective worship is good, they school should make its development more explicit in its future plans.

Your children's contribution to collective worship and the prayer life of the school is outstanding. Also throughout the inspection they were welcoming, extremely well behaved and able to share their knowledge confidently. They enjoy RE and are proud of their school. We thank you for the part you play, whatever your own faith maybe, in supporting the Catholic life of the school and your child's spiritual growth.

Yours sincerely

Brenda Beale
Diocesan Inspector