



St Anne's Catholic Primary School

URN: 141747

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

04–05 December 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with the additional requirements of His Grace.
- The school has fully addressed all previous areas for improvement.

What the school does well

- The attractive, well-cared-for environment reflects the school's overtly Catholic mission, ethos, and identity. It provides a place of welcome, safety, stability, inclusion, and aspiration for all. At its heart is mutual respect and concern for the welfare and well-being of all.
- Consistently excellent teaching in religious education, delivered with enthusiasm, engages all pupils, building their knowledge, encouraging deeper thinking and making it relevant to their lives.
- Prayer and liturgy are truly pupil-led and are at the heart of school life. They are delivered in creative and engaging ways.
- Pupils and staff demonstrate remarkable concern for the most vulnerable in the community and beyond, generously contributing to charitable initiatives and endeavours in local, national, and international contexts.
- Senior leaders are inspirational leaders of Catholic life and mission, religious education, prayer, and liturgy.

What the school needs to improve

- Celebrate pupils' understanding and experience of other religions and faiths in the school's physical environment.
- Increase the engagement of parents and the parish in prayer and liturgy.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1



The school's distinct Catholic life and mission is lived out in the pupils' lives, particularly in their understanding of and actions towards the social teaching of the Church. They have a distinct sense that everyone is valued and cared for as unique persons. This can be seen, for instance, in the attractive artwork displayed prominently in the school and in spontaneous acts of kindness, such as an older pupil assisting a younger one with finding a page to show inspectors and a pupil spontaneously picking up equipment knocked off a desk by a teacher, with no inappropriate behaviour from the rest of the class. Pupils are polite, open, enthusiastic, and clearly live out the imperative to 'Love God, Love Learning and Love One Another', displayed in every classroom. Pupils' behaviour is exemplary. They are eager to embrace leadership roles, including liturgy leaders, school council, and eco council. A parent commented that the school has made their child 'a better person', and another added, 'What I love about the school is that they teach the pupils moral and Christian values...the school is like a family'. Staff affirm, 'The lived mission is fundamental to St Anne's.'

The school's mission statement, 'With grace and humility, glorify the Lord by your life,' is well-known, regularly explored, and thoroughly understood by all pupils; it inspires them. Subsequently, they can explain it in their own words, which is lived out and witnessed throughout the school, embraced enthusiastically by staff and pupils alike. The school community particularly seizes the opportunity to serve the local community through the very generous support of the most vulnerable. The school is exceptionally inclusive, particularly of those with complex needs, offering a joyful welcome to all and valuing everyone's talents and contributions. A member of staff comments, 'Since joining this school as a new teacher, it has been clear Christ is at the centre of all we do.' The school environment is a true delight,

encouraging respect and pride, focusing on the school's Catholic character, setting high expectations, and inspiring the pupils. It includes many and varied inviting spaces for prayer and contemplation. The school enthusiastically joins in with the multi-academy company's (MAC) *Holy Spirit Experience*, which provides extensive opportunities, enriching the broader education and the spiritual and moral development of all pupils. Relationships, sex, and health education (RSHE) focuses on well-being. Behavioural reflection cards in pupils' well-being books ensure that teaching is relevant to the pupils, meaning they can articulate clearly what they have learned and gained from this teaching. 'I'd like to talk' boxes around the school are well used by the pupils, meaning they feel well-supported and cared for by staff when they have concerns.

Leaders and governors exemplify their understanding of the Church's education mission, placing the highest priority upon the school's Catholic life and mission and living out all aspects of Catholic social teaching. The fact that a governor has changed the church at which they worship, to develop the links between school and parish, speaks volumes of their commitment. The school has a wide range of highly successful strategies for engaging with parents and carers, as demonstrated by the very generous contribution the school makes to Father Hudson's Caritas. Their inspirational care for the mental and physical well-being of the staff can be seen in a wide variety of concrete and explicit ways, from allowing staff to complete their preparation time with colleagues at another school in the MAC or at home, to the attractive and comfortable nature of the staffroom.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

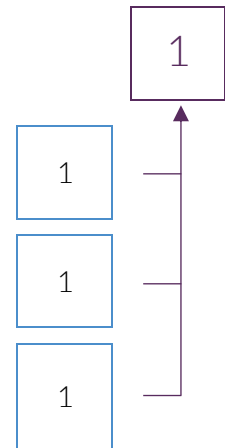
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Through consistently high-quality teaching, pupils have excellent knowledge, understanding and skills, which they use readily to reflect on how religious education profoundly impacts their everyday lives. Pupils talk confidently about their prior learning, connecting previous and current topics. The standard of work is exemplary, often of a higher quality than in other curriculum areas. Pupils articulate the high standards expected in the subject, explaining that their work in religious education is 'a gift to God.' Because they are fully engaged in their learning and are not afraid to question when they need further clarification or wish to deepen their understanding, their behaviour in lessons is exemplary and excellent progress is made. There are no gaps in learning in the pupils' books. All can explain how they enjoy their learning and are provided various ways to express themselves. Pupils know that staff listen to their feedback and subsequently adapt working modes as appropriate, for example, by finding alternatives to extended writing. As a result, religious education attainment has increased yearly and is also often higher than in other core subjects.

All staff have high levels of confidence based on excellent subject knowledge. Their teaching styles are consistently dynamic and personal, with links made to the teachers' faith and life, helping to make lessons exciting. Questioning is used skilfully to measure progress in lessons, and all staff have high expectations of pupils, both in class discussions and in terms of the quality of written work completed. Subsequently, pupils articulate themselves clearly and coherently. Through consistent use of a 'no hands up' policy, all pupils engage in discussion, and teachers insist upon an answer from the chosen pupil, always finding something to praise. Written tasks include a compulsory 'Big Question', encouraging pupils to think deeply about each aspect of the subject. Staff comment, 'Pupils are encouraged to be curious and active in their faith by asking questions to deepen their understanding and engage in challenging discussions'. Teachers'

feedback and praise ensure students are highly motivated to do their best. Recalling past learning and encouraging various responses at a 'one-star, two-star or three-star' level are consistently applied in all lessons. This means pupils have the autonomy to personalise the level of challenge for each task in consultation with teachers, who encourage them to aspire to the highest standard. Pupils are also given opportunities to be creative and record their learning in various ways. This all helps to develop levels of aspiration, engagement, and enjoyment.

Religious education is fundamental to the core curriculum and is treated with the utmost importance by all staff. The carefully and imaginatively planned, monitored, and evaluated curriculum is most generously resourced, particularly compared to other core subjects. The subject leader for religious education has a compelling and inspiring vision for the subject and, through benevolent support and thorough monitoring and evaluation procedures, ensures a consistently excellent standard of teaching in the school. The subject leader also contributes most effectively to wider networks of colleagues. Teachers are encouraged to share best practice freely and feel empowered and confident. Ongoing training is valued highly, and leaders are committed to enabling a range of training opportunities from the MAC and diocese, including 'superzooms', which are particularly popular with staff. Leaders have developed opportunities to monitor and evaluate the provision of religious education forensically, which leads to excellent outcomes for all pupils. The school's inclusive approach ensures that all pupils' needs are met in teaching religious education and that every pupil can experience success.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1

All pupils are deeply engaged in the varied experiences of prayer and liturgy the school offers and participate reverently and fully. All pupils know and understand the shape, meaning, and impact of the Church's liturgical year and the nature and appropriate use of the Church's traditional prayers. They prepare and deliver creative and thought-provoking experiences of prayer and liturgy; for example, a beautifully crafted class prayer service linking Catholic social teaching with preparations for Advent and using a bubble machine to symbolise the forgiveness of sins. Pupils also lead Masses in the local parish church and are regularly involved in leading parish ministries. Parents appreciate their children teaching them prayers which they have learned in school. Pupils readily evaluate prayer experiences with genuine self-reflection and a commitment to improve their leadership.

Prayer and liturgy are central to school life and form a fundamental part of staff and pupils' experiences, such as beginning each day with shared prayer amongst staff and the commemoration of a former staff member in the memory garden, of which the pupils are aware and speak openly and with awe and respect. The garden includes a post-box for letters to deceased loved ones, and the school grounds contain prominent Stations of the Cross and a prayer garden. These and the many attractive prayer areas around the school and those in classrooms facilitate many opportunities for spontaneous prayer. Parents are delighted that their children are 'praying at school and repeating the same at home,' adding, 'They teach us new prayers as well.' All formal prayer services follow a consistent structure, and appropriate scripture is used as an intrinsic component. All staff, including senior leaders, model exemplary practice in planning, delivering, monitoring, and evaluating prayer and liturgy; they know each other's strengths and readily share ideas and expertise. The creative abilities of staff to enhance prayer and liturgy include making a beautiful lectern and altar for use in the school hall. Both

inside and outside the school buildings, a wide variety of attractive prayer spaces have been created and are very well-maintained, facilitating spontaneous and planned acts of prayer and meditation. Links with a local secondary school in the MAC mean that prayer and liturgy are enriched further. The school works very hard to engage families and the wider community in the school's prayer life at such events as the regular 'Stay and Pray' sessions, Masses and family Masses in the parish church. Parental responses to the survey indicate an appetite for further opportunities, particularly outside the working day and in the broader life of the parish.

The school has a clear and comprehensive policy for prayer and liturgy and a thorough understanding of the progression of skills required for pupils to take a more and more significant role in the planning, delivering, and monitoring of prayer and liturgy. The school timetable and calendar include all aspects of the Church's liturgical year, including the appropriate sacraments, and these are always referred to in the school's newsletters. The training and faith formation of all staff is a clear priority, and staff appreciate the support leaders and governors offer in planning and leading prayer and liturgy. Leaders and governors also monitor and evaluate the quality and impact of prayer and liturgy, and this effectively forms a key part of the school's improvement planning.

Information about the school

Full name of school	St Anne's Catholic Academy
School unique reference number (URN)	141747
School DfE Number (LAESTAB)	937 2035
Full postal address of the school	Camp Hill Drive, Nuneaton, CV10 0JX
School phone number	02476 392877
Headteacher	Tracey Gillin
Chair of governing board	Philip Richardson
School Website	www.stannesnuneaton.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	The Holy Spirit Catholic Multi Academy Company
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3 to 11
Gender of pupils	Mixed
Date of last denominational inspection	October 2018
Previous denominational inspection grade	2

The inspection team

Andrew Maund
 Luke Payton

Lead
 Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement