



Archdiocese of Birmingham

Section 48 Inspection

ST ANDREW'S CATHOLIC PRIMARY SCHOOL

Windrush Close, Solihull, West Midlands, B92 8QL

Inspection date	26 th & 27 th June 2017
Reporting Inspector	Julie-Anne Tallon
Assistant Inspector	Rebecca Nash

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Voluntary Aided
Age range of pupils	3–11 years
Number on roll	238 (including Nursery)
Appropriate authority	The Governing Body
Chair of Governors	Anita O'Sullivan
Telephone number	0121 743 5675
E-mail address	office@st-andrews.solihull.sch.uk
Date of previous inspection	June 2014
DFE School Number	334/3501
Unique Reference Number	104099

Headteacher	David Naughton
Previous inspection:	Requires improvement to be good
This inspection:	Requires improvement to be good

DIOCESAN EDUCATION SERVICE



Evidence

- The inspection was carried out by two Diocesan Inspectors.
- 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 inspectors observed teaching across six RE lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with the headteacher and/or RE subject leader.
- The inspectors 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 the chair of governors, governors, parents, staff and parish priest.
- The inspectors observed a prayer service, whole school assembly, attended the celebration of Mass and undertook a learning walk to look at the presentation of the Catholic life of the school, and pupils' behaviour.
- The inspectors reviewed a range of documents including RAISEonline, the development plan, teachers' planning, and 'Enjoying Catholic Life and Collective Worship' journals were read alongside the school's self-evaluation.

Information about the school

- St Andrew's is an average size Catholic primary school serving the parish of St Thomas More in Sheldon.
- The percentage of pupils from ethnic minority groups is below the national average.
- The number of Catholic pupils is currently 98%.
- The number of disadvantaged pupils is below the national average.
- The number of pupils with special educational needs or disabilities (SEND) is below the national average.
- Attainment on entry is broadly in line with national expectations.
- There has been a significant change in teaching staff since the last inspection, two assistant headteachers and a new RE subject leader have also been appointed.

Main Findings

- Senior leaders express their support for the Church's mission in education. However, the headteacher and governors have not given sufficient priority to the improvement of the Catholic life, collective worship and RE of the school.
- The headteacher has failed to address adequately issues raised from the previous inspection which identified that the school required improvement to be good.
- Evaluation is casual and lacks rigour which results in improvement planning that fails to accurately identify and address the needs of the school.
- The school's leaders have insufficient evaluation of monitoring to correctly judge its own performance against the current section 48 framework. As a result, the school's self-evaluation judgements are incorrect.
- Pupils are polite and well mannered. Pupils feel that there is a strong sense of community in school *'it feels like a big family.'*
- Pupils enjoy collective worship and Key Stage 2 especially value the '3 minute retreat' after lunch. Pupils feel that at Mass there is an opportunity for them to contribute and join in with the liturgy.
- Standards in RE meet diocesan expectations.

THE CATHOLIC LIFE OF THE SCHOOL

Catholic life, collective worship and spiritual, moral and vocational development: provision and outcomes

- Staff are committed to the Catholic mission of the school. However, the development of this crucial aspect of school life has not been sufficiently supported by the headteacher and governors.
- Pupils can identify in discussion that they attend a Catholic school and speak highly of the support given to them by the parish priest, as do parents.
- Catholic life and collective worship journals are evident in each class. These journals show a variety of tasks and events that the pupils have had the opportunity to explore. There is evidence of pupil feedback and response. However, progress between Key Stage 1 and Key Stage 2 is not clear. Progression needs to be monitored to improve pupils' experiences and outcomes across year groups and key stages.
- Pupils show respect during Mass and collective worship. For example, during assembly observed during the inspection the pupils reverently made the sign of the cross following the instruction '*make the sign of Jesus' love for us.*' Pupils were keen to participate in the assembly, responding well to the headteacher and staff. Pupils understood how they could ask God for help in times of need. Pupils' behaviour was calm, demonstrating the ability to listen to the Good News. The prayer focus was provided by a candle designed by Year 1 pupils, showing some pupil involvement in collective worship. Pupil response to the Gospel reading - 'Thanks be to God' would benefit from coaching and reinforcement in order to help the children to respond appropriately to the Good News.
- Children in Reception Class can talk confidently about the prayer focus in their classroom. They know why a candle is used during prayer to represent Jesus being the light of the world and enjoy calling their friends to prayer by ringing the bell on the prayer table.
- Pupils in all years can identify and appreciate the purpose of their prayer focal points in classrooms. Some pupils also have an understanding of the different seasons of the liturgical year and recognise how these are represented by the different colours.
- There is currently no timetable for regular collective worship monitoring across the school. School leaders recognise the need for rigour in this area.
- Whilst pupils are keen to participate as altar servers, in the choir and as PowerPoint operators, opportunities to do this are limited. The school has recently introduced pupil faith leaders although the impact of these is yet to be evidenced. The RE subject leader has also recently introduced a piety stall from which pupils enjoy purchasing religious items.
- There is evidence of pupils supporting charities to help those in need.
- Pupils have an understanding of vocation as a call to priesthood but are limited in their wider understanding of vocation.
- Parents report favourably how pupils' prayer life in school is transferred to the home. Young children, in particular, share prayers learnt in school with their families. The new parent prayer group initiative, to encourage parents to be involved in prayer with their children, has also contributed to a positive family experience of prayer.
- Parents feel part of the school community. Parents are overwhelmingly positive about the support given by the parish priest to the school. His weekly visits to school are valued by the whole school community.

LEADERSHIP

Leadership of Catholic life and Collective Worship

- Leaders and governors self-evaluation of Catholic life and collective worship of the school is not directly linked to the grade descriptors of the current section 48 framework for inspection. As a result, these judgements are incorrect and over generous.
- There is little evidence of improvement against the recommendations made in the last section 48 inspection report.
- Evaluation of Catholic life and RE is casual and lacks rigour. The school's senior leaders have identified that this is a priority for the next academic year. They are aware of training needs to ensure that the relationship between monitoring and improvement planning provides measurable next steps.
- Governors have a limited understanding of the school's strengths and areas for development in regards to Catholic life and collective worship.
- Governors do not fully understand the need for measurable impact to be evidenced in monitoring collective worship and Catholic life provision in school in order to hold leaders to account.
- Governors feel that the focus on Catholic life and collective worship had been overshadowed by the need to improve standards in other areas of the school. As a result, there has been little accountability for Catholic life or collective worship.

RELIGIOUS EDUCATION

Leadership, outcomes from and provision for religious education

- The RE subject leader has engaged positively with support from the diocese to improve standards in RE. However, she has received inadequate support and guidance from the headteacher to implement these recommendations fully.
- Governors rightly recognise and value the strong personal faith of the RE subject leader. But, they have failed to recognise the lack of support from the headteacher for this important role.
- The provision of RE, and its monitoring and evaluation, has not been given priority by the headteacher. As a result, there has been little impact on raising standards.
- The RE leader has carried out a number of activities to monitor provision. However, this monitoring has had minimal impact on improving teaching and learning. There is little evidence that areas needing improvement have been addressed or revisited following monitoring. School leaders are aware that detailed action plans, which include budget costing, time specific actions and review dates need to be in place to improve teaching and learning in RE and to support governors in holding the school to account.
- Pupils' behaviour in RE lessons is good and children are generally engaged in their learning.
- Standards in RE are in line with diocesan expectations for most pupils. However, pupils have the ability to be challenged further.
- The quality of pupils' work in RE is of a lower standard to that of pupils' work in English.
- Staff are committed to improving standards in RE. However, the headteacher has not provided the necessary professional development to support this commitment.
- Curriculum time for RE does not consistently meet the 10% requirement of the Bishops' Conference. This has not been identified or addressed by headteacher.

- The RE subject lead has correctly identified boys as an underachieving group in RE. However, teachers' planning and teaching methods do not reflect that this group requires any additional support.
- There is some evidence of pupils responding to meaning and purpose as they begin to pose '*I wonder*' questions in classroom displays and in Catholic life journals.

Recommendations

In order to improve the school should:

- Make the improvement of Catholic life, collective worship and RE a high priority for senior leaders and governors.
- Implement strategic, rigorous and robust monitoring and evaluation of Catholic Life, collective worship and RE which includes governors.
- Ensure governors hold senior leaders to account for the provision and outcomes of Catholic life, collective worship and RE.
- Produce an RE action plan, which clearly identifies areas for development. This must be reviewed regularly by senior leaders and governors to assess impact.