



# Archdiocese of Birmingham

## Section 48 Monitoring Visit

### ST ANNE'S CATHOLIC PRIMARY SCHOOL

Bosworth Drive, Chelmsley Wood, Solihull, B37 5DP

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Inspection date November 13th 2014  
Reporting Inspector Teresa Quick

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Voluntary aided
Age range of pupils	3-11 years
Number on roll	417
Appropriate authority	The Governing Body
Chair of Governors	Mrs H Norris
Telephone number	0121 779 8060
E-mail address	office@st-annes.solihull.sch.uk
Date of previous inspection	November 2009
DFE School Number	104104
Unique Reference Number	334/3511

**Headteacher** Mrs Marie Conway

Previous inspection: 1

This inspection: 1

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DIOCESAN EDUCATION SERVICE





November 14<sup>th</sup> 2014

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

St Anne's Catholic Primary School,  
Bosworth Drive,  
Chelmsley Wood,  
Birmingham  
West Midlands  
B37 5DP

Dear Mrs Conway

### **Section 48 Monitoring inspection:**

Thank you for the welcome you, your staff and pupils gave me when I inspected your school on 13<sup>th</sup> November and for the information you provided both before and during the inspection. I am grateful for the time given by all including the parish priest, the deacon and chair of governors in speaking with me.

The inspection was a "light touch" monitoring inspection because your school was judged at the last section 48 inspection to be an outstanding school and because it is now five years or more since you last received a diocesan inspection.

The purpose of the inspection was to assess the quality of the school's self-evaluation and improvement planning for Catholic life and religious education. In order to make this judgement I read school documents, including a summative self-evaluation, interviewed senior leaders, a governor representative, the subject leader for RE, and pupils, attended Mass, observed 4 part lessons and 2 prayer services, and looked at a sample of pupils' written work. In addition, I gathered evidence of some of the outstanding practice in the school as part of a diocesan wide survey of good practice in Catholic life and religious education.

### **Catholic Life**

The school accurately judges the quality of its Catholic life and collective worship to be outstanding. Self evaluation is based on reliable and effective monitoring processes which are embedded. The school's assessment that its Catholic mission drives and underpins every element of its life and learning is wholly reliable. It is evidenced in the deeply held faith commitment of the leadership, the headteacher, the deputy headteachers, the other members of the senior leadership team and the governors and the ideals they hold for the school which are translated into high expectations for all staff and pupils. The judgement of outstanding is reliable because it is based on effective monitoring and evaluation involving all stakeholders, including governors who have developed clear processes for collecting and considering the views of parents and pupils. Teachers check pupils' participation and their response to Catholic life and collective worship. Evidence collected from staff, pupils and parents therefore gives a sound basis for the judgement that Catholic life is outstanding and a real strength of the school. The implementation of the Catholic ethos is a real team effort led by the headteacher and follows from a carefully produced action plan which is regularly reviewed. Planning involves the active engagement of all staff, the parish priest and the parish deacon. There are very good links with the local primary schools and to the Catholic school to which pupils transfer.

Collective worship in its differing forms is justifiably considered by the school to be outstanding. It is clear from pupils' response to collective worship and to different styles of prayer that the school has rightly judged these to be well embedded, for example pupils' behaviour, involvement and reverence at Mass was exemplary and the class prayer services from a very young age showed wholehearted participation and reverence. Prayer services



include the development of pupils' spontaneous prayer. The school is working to further develop opportunities for pupils of all ages to prepare and lead worship. This is an action point in the school plan. This forms part of their detailed action plan. Provision for family prayer in children's own homes, for a prayer focus in each classroom, the prayer garden and the recent investment in quotations around the school and other provision around the school in order to inspire children to pray have all been instigated as a result of careful evaluation. The school rightly judges these features of its provision, alongside planning for working with the community and fund raising activities as contributing greatly to pupils' outstanding spiritual, moral and vocational development. The Catholic life of the school has a positive impact on the relationships within the school through the promotion of gospel values. The school benefits from its proximity to the parish church. Pupils and staff are therefore able to use the church regularly and each week a class attends the daily parish Mass. Whole school Masses are held in church and the school joins with the parish for special events.

### **Religious Education**

Self evaluation in RE is accurate and reliable in its judgement that teaching, progress and attainment of pupils in religious education are outstanding. The senior leadership monitors how well teaching, assessment and the curriculum promote purposeful learning and achievement. They monitor the achievement of pupils through scrutiny of lesson planning, lesson observations, informal classroom visits, book trawls, parent and governor discussions and moderations. They analyse the progress and quality of the learning of individuals, different groups of pupils, pupils with special educational needs and disabilities and those in receipt of pupil premium. Records are clear and detailed and based on diocesan assessment. The school rightly judges that all children achieve well. Pupils of all year groups make rapid progress and learn exceptionally well. By Year 2 from a very low starting point pupils are in line with expectations and that at the end of Key Stage 2 all pupils achieve expected standards with many above diocesan expectations. This represents outstanding progress. Self evaluation documentation shows that the senior leadership team knows exactly the standards in RE teaching and learning and what they consider needs to be done to improve standards further. There is no complacency.

Teaching in RE is recognised by the school's self evaluation as consistently outstanding. There is careful analysis of professional needs followed by the provision of targeted professional training both in school and externally. The subject leader provides outstanding support for religious education, motivating staff and pupils in order to maintain the high standards expected at all times. There is planned provision for the support of new staff and inexperienced staff. This support is shared with other local Catholic schools. Marking of pupils' work is carefully executed with pupils receiving questions which enable them to reflect on their learning and provide further challenge. The school rightly judges this to be a means of providing clear direction for pupils to improve their work, and this is evidenced in their development as well-motivated, well-behaved and independent learners, with a clear interest in and enjoyment of RE. An excellent innovative development of thinking skills is recorded in the "I Wonder" folders. This encouragement to question starts from a young age and supports pupils in gaining inquisitive skills and learning about the faith at a deeper level.

Self –evaluation indicates that opportunities for spiritual and moral development and vocational awareness are embedded. This is a reliable judgement. The high quality religious education has a clear impact on pupils' spiritual and moral development and their knowledge of the Catholic faith. The school aims to ensure that this stems from all parts of the school curriculum so that other subjects have sound links to the pupils' work in RE. Around the school and classrooms there are religious displays and quotations which proclaim this school to be a Catholic school. There are excellent links between the school and the parish at all times but especially at sacramental time. The parish deacon supports the work in the classrooms where philosophical discussions are encouraged. The school rightly judges the



curriculum to be outstanding with excellent provision for enrichment. Provision for work on other faiths is well integrated into the curriculum.

The school self-evaluation is both accurate and reliable. St Anne's is an outstanding Catholic school in its Catholic life, in its teaching and learning of RE, and in its pastoral care where pupils feel valued, safe and happy and can learn well within a harmonious caring community. Analysis of provision and impact, and planning for improvement are enabling it to make constant progress under the excellent leadership of the headteacher, the senior leadership team and the governors.

Yours sincerely

Teresa Quick  
Diocesan Inspector