



Archdiocese of Birmingham

Section 48 Inspection Report

ST ELIZABETH'S CATHOLIC PRIMARY SCHOOL

Claremont Road, Tamworth, Staffordshire, B79 8EN

Inspection dates:

12th-13th December 2018

Lead Inspector:

Debbie Huxtable

OVERALL EFFECTIVENESS:

Outstanding

Catholic Life:

Outstanding

Religious Education:

Outstanding

Collective Worship:

Outstanding

Overall effectiveness at previous inspection:

Good

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is an Outstanding Catholic school because:

- The strong leadership of the headteacher and senior leaders shows an inspiring vision and dedication to the development of the Catholic Life, Collective Worship and Religious Education of the school.
- Governors have a clear understanding of their role. They are deeply committed to the school and have robust systems in place to both support and hold the school to account.
- All members of the school community value and appreciate the Catholic Life of the school and can articulate what it means in their daily lives.
- Pupils enjoy their Religious Education lessons and confidently develop their skills, knowledge and understanding in line with diocesan expectations.
- Assessment and moderation of Religious Education is embedded in the school cycle of self-evaluation and there is clear evidence of its impact on the achievement of pupils.
- Professional development is well planned and highly focused to enable staff to develop their personal skills in order to plan and deliver high quality lessons and Collective Worship.
- Pupils of all ages demonstrate high levels of reverence and respect during all acts of Collective Worship.
- Recommendations from the previous inspection and monitoring visit have been fully met by the school.

FULL REPORT

What does the school need to do to improve further?

- Consistently, provide both greater challenge to more able pupils in Religious Education and effective questioning that enables pupils to reflect more deeply about their learning.
- Increase the range of age appropriate and contemporary music and hymns for use during classroom Collective Worship.

THE CATHOLIC LIFE OF THE SCHOOL

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| The quality of the Catholic Life of the school. | Outstanding |
| The extent to which pupils contribute to and benefit from the Catholic Life of the school. | Outstanding |
| The quality of provision for the Catholic Life of the school. | Outstanding |
| How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school. | Outstanding |

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

The quality of provision for the Catholic Life of the school.

- Pupils know and understand their school mission statement and motto, "We listen, learn and grow with Jesus." They see it as central to the life of the school and feel that it governs and dictates everything they do.
- The Catholic School's Pupil Profile (CSPP) has been skilfully integrated into the Catholic Life of the school through assemblies, lessons and displays. Pupils of all ages can explain the meanings of the virtues the CSPP promotes and how these virtues have implications for their everyday lives.
- St Elizabeth's School is proud of its identity as a Catholic school and demonstrates this through its dynamic and inspirational environment. School leaders and staff have worked hard to ensure that the Catholic character of the school is evident both inside and out of the building.
- Pupils take responsibility for their environment and the school encourages the whole community to care for God's world. The very effective pupil Eco Council is central to this and it has had a key role in the development of the school site, especially the refurbished prayer garden.
- Pupils recognise that, "Jesus calls us to care for each other," and they feel that by following this it makes their Catholic school different. They show kindness and consideration to others and feel that everyone is treated the same in their school, irrespective of their faith or background.
- Many pupils give up their own time to participate in a variety of groups such as ministers of faith, ministers of music, the Eco Council, the school council and virtues ambassadors. Pupils feel this gives them a voice in developing the Catholic character of the school.
- Pupils recognise the needs of both the local community and the wider world. They are enthusiastic about ways in which they can support others through their charitable work. Cafod, Samaritan's Purse, the Good Shepherd Appeal and Heart of Tamworth are just some of the charities that have benefitted from the school's fund raising in the last year.

- The school demonstrates a strong sense of belonging. All members of the community value the Catholic faith and traditions of the Church. Irrespective of their own faith traditions, families are supportive of and committed to the school.
- Each class keeps a Catholic Life journal that documents activities, tasks and experiences. These are of a very high standard in all classes and are an excellent record of the journey of faith for pupils, staff and families.
- The school is a very happy place, which is reflected in the high quality relationships that exist between members of its community. Pupils feel safe, valued and respected by each other and staff. They want to come to school and feel that standards of behaviour in the school are very good.
- Pupils have a good understanding of vocation, appropriate to their age group. Through a variety of well-planned lessons and activities they learn that we are all called to serve God in different ways.
- Chaplaincy provision is exemplary and the parish priest is a regular visitor to the school. He supports and promotes the Catholic Life of the school and is attentive to the varied needs of the pupils, staff and families.
- Parish and school links are outstanding, with pupils having access to an annual summer club and regular youth club. The appointment of a youth worker has also helped to provide a high level of interaction between the parish and school.
- Preparation for the reception of the sacraments involves school, home and parish. Pupils are mainly prepared in school but there are also special Masses and services within the parish community. Parents feel well supported during their child's sacramental preparation. They take part in a programme of regular meetings, which both inform and provide opportunities for questions.
- The school plans and delivers relationships and sex education using and supplementing the diocesan programme "All that I Am." This area has been accurately identified in the school development plan for review and long-term planning.
- All staff are highly committed to the Catholic Life of the school and believe they have a role in developing it. They lead and participate in school activities that reflect the Catholic Life and mission of the school.

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.

- Leaders and governors share a common and ambitious vision for the school. They effectively and enthusiastically promote the Catholic Life of the school and see this as a core responsibility.
- Governors have worked hard to ensure that the committee structure, including a Catholic Life and Curriculum Committee, leads to a well-informed governing body that can both support and challenge the school where necessary.
- Self-evaluation of the Catholic Life of the school is rigorously planned, well-integrated and involves school staff, parents, pupils and the parish priest. It is clearly and explicitly focused on the Catholic Life of the school.
- The school actively seeks opportunities to work with key partner schools in Aston and the Lichfield and Tamworth Catholic Primary Schools Partnership. This has led to highly effective training for staff, supportive networking and sharing of good practice.
- Governors are highly committed and dedicated to their role and actively promote the Bishop's vision for Catholic schools in the diocese.

RELIGIOUS EDUCATION

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| The quality of Religious Education. | Outstanding |
| How well pupils achieve and enjoy their learning in Religious Education. | Outstanding |
| The quality of teaching, learning and assessment in Religious Education. | Good |
| How well leaders and governors promote, monitor and evaluate the provision for Religious Education. | Outstanding |

How well pupils achieve and enjoy their learning in Religious Education.
The quality of teaching, learning and assessment in Religious Education.

- Religious Education lessons have a distinctive character and pupils respond well to the varied and motivational learning opportunities. Prayers, music, and reflections all contribute to the calm and purposeful atmosphere created by staff.
- The use of Religious Education assessment data to track pupils' performance is embedded across the school. This data is analysed termly by the subject leader and senior leaders to identify underperforming groups or individual pupils. Support is then effectively targeted at key groups of pupils or less experienced staff.
- When pupils with special educational needs and/or disabilities (SEND) were identified as an underachieving group, teachers' training and the use of resources were focused on accelerating these pupils' progress. To ensure that this group were achieving in line with expectations, a review of how they recorded their work was undertaken. As a result, there is now greater diversity in the way these pupils record their work and there is some evidence of an improvement in their achievement.
- Pupils are religiously literate and most can confidently express their views and opinions about their work and learning. However, the pupils' ability to reflect deeply on their learning and how it affects their everyday life varies across classes. Staff would benefit from further work on the use of questioning and thinking skills. This would help to ensure that the same high standards of teaching are used consistently in all classes.
- The school has made a significant financial commitment to providing more high-quality Bibles for pupils to use in lessons and during Collective Worship. This has helped to improve the quality of lessons and pupils' skills, knowledge and understanding of the Bible. Pupils can confidently recall and discuss a range of Bible stories appropriate to their age, from both the Old and New Testament.
- The presentation of pupils' work is very good and expectations in most classes is in line with other core subjects. Most pupils are productive during lessons and use a variety of ways of recording and applying their skills. The marking of pupils' work and the feedback they are given by teachers is effective, consistent and in line with the school policy.
- Teaching in lessons and over time is always good and there is also some evidence of outstanding teaching. Where teaching is at its best more able pupils are challenged at a greater depth. This now needs to become consistent across the school.
- Teachers have very good Religious Education subject knowledge and are enthusiastic about how they can inspire and motivate pupils in their lessons. Less experienced staff and non-Catholic staff feel happy and confident that they are

well supported and can gain advice and help from the Religious Education subject leaders, headteacher and other members of staff.

- Pupils respond positively to learning about other faiths and cultures during targeted lessons and visits to places of worship. Opportunities are also taken in other subject areas and at other times to teach about equality and diversity.
- All pupils are actively engaged in their learning and during lessons they concentrate well and are focused on the activities and tasks presented. They work confidently as individuals or collaboratively and enjoy discussing key messages within their lessons.
- Support staff provide high quality input and are skilled and well deployed to support pupils' learning. They demonstrate good subject knowledge and skills that extend pupils' learning and help to clarify any misconceptions.
- Teachers use the diocesan schemes of work effectively to plan lessons. They regularly evaluate their planning to make sure that it meets the needs of their pupils and provides a stimulating and engaging curriculum.
- Staff plan and deliver a bi-annual Saints Week that is contributed to by many members of the school community. This has led to pupils' having an outstanding knowledge of the lives of key saints and how the actions of these saints relate to our everyday lives.
- Progress in early years is at least good and by the end of their Reception year most pupils are at least in line with diocesan expectations. This good progress continues through both key stages and attainment by the end of key stage 2 shows an upward trend with many pupils exceeding diocesan expectations.
- Behaviour in lessons is outstanding and pupils are highly motivated and enthusiastic about their learning. They are very focused on their tasks and can work independently and collaboratively.
- Regular moderation of pupils' work, within school and with other schools, ensures that teacher assessment is accurate and that senior leaders can have confidence in assessment judgments. Any inconsistencies in teachers' judgements are quickly addressed by leaders and support is provided for any new or inexperienced staff to improve the accuracy of their judgements.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

- The leadership of Religious Education is outstanding at St Elizabeth's School. Although there are named members of staff with responsibility for Religious Education, all senior leaders share a common vision about its development and have a high level of expertise in this subject. These leaders work closely together to ensure actions are well-targeted and will lead to outstanding outcomes.
- The school development plan and Religious Education action plan accurately identify the areas in Religious Education that need further development. The school leaders have already put in place effective actions to address these key areas for improvement.
- Religious Education is monitored in line with other subjects and there are regular and planned lesson observations, drop-ins and work scrutinies. The findings from this monitoring are reviewed and discussed with senior leaders so that professional development within the school can be planned to support individuals and groups of staff.
- All staff are given the opportunity to attend appropriate courses or meetings held by the Diocesan Education Service. All staff are, therefore, kept up to date with latest developments and expectations in Religious Education.

- Religious Education is given priority by governors and senior leaders as a core subject. They ensure that sufficient time and funding is allocated to this area and this is reflected in the school's self-evaluation documents and strategic plans.
- Leaders and governor's self-evaluation is robust and rigorous. Their monitoring, searching analysis and self-challenge in regard to Religious Education result in well targeted actions and positive outcomes for pupils.
- The Religious Education link governor and Religious Education subject leader meet half termly to review progress against the Religious Education development plan. Pupils' termly assessment data is discussed at this meeting to enable the very experienced Religious Education Link Governor to report back to the governing body about standards in Religious Education. This ensures that all governors are well informed and able to contribute effectively to the improvement of Religious Education.

COLLECTIVE WORSHIP

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| The quality of Collective Worship. | Outstanding |
| How well pupils respond to and participate in the school's Collective Worship. | Outstanding |
| The quality of Collective Worship provided by the school. | Outstanding |
| How well leaders and governors promote, monitor and evaluate the provision for Collective Worship. | Outstanding |

How well pupils respond to and participate in the school's Collective Worship. The quality of Collective Worship provided by the school.

- Collective Worship is given a high priority in the school, especially the regular Celebration of the Eucharist. Pupils participate fully in Mass and show great reverence and respect for this special occasion.
- Opportunities for Collective Worship in the school are varied and engaging. Pupils respond to these times of prayer with enthusiasm and commitment, whether they are in small groups for daily prayers or larger groups for whole school assemblies. Special liturgies such as, A Service of Light and Stations of the Cross all add direction and purpose to these experiences.
- The school plans and organises Collective Worship very well. The schedule for worship is built on the seasons of the Church's year, the virtues promoted in the CSPP, special feast days and any other relevant celebrations. Throughout the week, themes are developed and reinforced so that pupils gain an understanding of the Catholic faith and the Church's liturgical year.
- The Religious Education subject leader holds a voluntary prayer group at lunchtimes, which is open to all ages. Pupils value this opportunity for quiet reflection time in the middle of the school day and a very high number of pupils attend.
- Pupils who are virtues ambassadors plan and deliver an act of Collective Worship at the beginning of each half term. This is based on the CSPP and the relevant virtues for that half term. The Religious Education subject leader skilfully initiates the planning for this whole school assembly. Pupils are then able to confidently, with great passion, prepare, plan and deliver the assembly for the whole school.
- Reflection journals are completed by pupils following whole school acts of Collective Worship. In these reflections, pupils are encouraged to consider what the celebration meant for them and to share their thoughts and feelings. The

well-considered contributions in these books reflect how engaged and attentive pupils are during Collective Worship.

- All staff enthusiastically engage in professional development for Collective Worship. Staff are developing their skills through group and individual support from the Religious Education subject leaders. They are excellent role models and are passionate about providing high quality, spiritual experiences for all pupils.
- Pupils confidently lead and plan Collective Worship using an age appropriate framework. This supportive scaffolding ensures consistency across classes but also allows freedom for pupils to develop their own creativity and resources.
- Parents are actively encouraged to participate in Mass and class Collective Worship. A small group of parents form a parents' prayer group. The members of this group are keen to develop their skills in praying with their own children, as well as being able to offer support in the classrooms. This successful initiative is a very positive way of engaging with and supporting parents and carers.
- The school has recently set up a group for pupils to serve as ministers of music. Although this group is relatively new, it is already proving very successful. Pupils enjoy singing and most sing with enthusiasm during Mass.
- Opportunities for singing during other forms of Collective Worship is inconsistent. Pupils expressed a desire to use a more extensive range of music, including age appropriate and contemporary hymns and songs. These could then be used by staff and pupils in a variety of liturgies and add an extra dimension to all acts of Collective Worship.
- Pupils know, understand and regularly use the traditional prayers of the Church appropriate to their year groups. Prayer books are sent home to support parents who are unsure of the prayers used in school. Along with Prayer Bags these are used to encourage prayers in the family home.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

- The leadership of Collective Worship at the school is outstanding. The headteacher, Religious Education subject leaders and staff are constantly reflecting on their practice so that they can creatively develop pupils' experiences of high-quality liturgy.
- Some governors regularly attend Mass and other liturgies and then feedback to the rest of the governing body, both formally and informally. As a result, all governors are well informed about the high-quality experiences' pupils receive.
- Leaders and staff have the skills and understanding of the Church's year, its seasons and feasts, to develop meaningful themes for the Mass, assemblies and other liturgies.
- Effective training and support for all staff in developing and delivering Collective Worship, is a key component of the leadership of Collective Worship.
- Leaders and governors place the highest priority on the school's self-evaluation of Collective Worship. On a regular basis, all members of the school community, from pupils to governors, participate in and offer constructive feedback about the Collective Worship they have taken part in. For example, all pupils have the opportunity, at the end of pupil-led Collective Worship in the classrooms, to offer constructive comments on what went well and how to make it even better.
- Ministers of faith have a key role in monitoring prayer areas and displays and feeding back to senior leaders with suggestions for improvements.

SCHOOL DETAILS

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| Unique reference number | 124369 |
| Local authority | Staffordshire |
| <i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i> | |
| Type of school | Primary |
| School category | Voluntary Aided |
| Age range | 4 – 11 |
| Gender of pupils | Mixed |
| Number of pupils on roll | 195 |
| Appropriate authority | The governing body |
| Chair | Anthony Mason |
| Headteacher | Michelle Walsh |
| Telephone number | 01827 412000 |
| Website address | www.saintelizabeths.co.uk |
| Email address | office@st-elizabeths.staffs.sch.uk |
| Date of previous inspection | 26 th -27 th November 2013 |

INFORMATION ABOUT THIS SCHOOL

- St Elizabeth's is a one form entry primary school situated in Tamworth, Staffordshire.
- The percentage of Catholic pupils is currently 61%.
- The percentage of disadvantaged pupils is below the national average.
- The percentage of pupils with special educational needs and/or disabilities is below the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with English as an additional language is below the national average.
- Attainment on entry is broadly in line with age related expectations.
- The school serves three parishes of St John the Baptist, St Michael the Archangel and St James the Less, Haunton.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors - Debbie Huxtable and Stephen Godber.
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across all classes to evaluate the quality of teaching, learning and assessment. Some of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the Religious Education link governor, three other governors, the headteacher, deputy headteacher, Religious Education subject leader, members of the senior leadership team, the parish priest, staff and parents.
- The inspectors attended a whole school Mass, whole school assembly, various other Acts of Collective Worship, and undertook a learning walk to look at aspects of learning and teaching in Religious Education, 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' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Religious Education action plan and teachers' planning.