



Archdiocese of Birmingham

Section 48 Inspection Report

ST ANTHONY'S CATHOLIC PRIMARY SCHOOL

Part of the Our Lady & All Saints Catholic Multi Academy Company
Fordbridge Road, Kingshurst, Birmingham, B37 6LW

Inspection dates:

21-22 March 2022

Lead Inspector:

Louise Bury

OVERALL EFFECTIVENESS:

Good

Catholic Life:

Outstanding

Religious Education:

Good

Collective Worship:

Outstanding

Overall effectiveness at previous inspection:

Good

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- Catholic Life is inspirationally led by the headteacher and lived out by a committed staff who demonstrate understanding of what it means to live out the mission of the school: to live, love and learn, joyfully following Jesus Christ.
- The school has a strong committed leadership team and staff on all levels who live out their faith.
- The school is committed to preserving Catholic Education at all levels.
- The school's areas for development are identified, and there is evidence that these are being addressed.
- Staff continue to support pupils in planning, participating in, and leading Collective Worship. Pupils can lead worship independently.

It is not yet Outstanding because:

- Development is needed in pupil-led evaluation of the Catholic Life of the school.
- The school needs to ensure that more of its good teaching is raised to outstanding, paying particular attention to ensuring that more able pupils are challenged appropriately.
- The quality of feedback marking needs to be consistent across the school and of high quality.
- Improvement in the planning and delivery of pupil-led Collective Worship needs to be sustained across the school.

FULL REPORT**What does the school need to do to improve further?**

- Enable pupils to take the lead in planning improvements to aspects of Catholic Life as a result of evaluating it.
- Increase the proportion of outstanding teaching in Religious Education, ensuring that more able pupils can demonstrate their full potential.
- Consistently provide feedback that enables all pupils to make progress in Religious Education.
- Sustain improvements to the planning and delivery of pupil-led Collective Worship across the school.

THE CATHOLIC LIFE OF THE SCHOOL

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

CL1 The extent to which pupils contribute to and benefit from the Catholic Life of the school**CL2 The quality of provision for the Catholic Life of the school**

- The mission statement is embedded across the school. The pupils can articulate it clearly and demonstrate how it is lived out. One pupil said, 'At St Anthony's, we learn together joyfully, and we are a loving school.'
- Pupils have deep respect for themselves and each other as children of God. One pupil said, 'You are born unique because God has created you in His likeness.' Because of this, their behaviour is exemplary.
- All pupils are alert to the needs of others; they understand the need to help those less fortunate than themselves and see the importance of service and respond generously to the needs of others. Pupils talk confidently about their involvement in projects to help the homeless and, most recently, the people of Ukraine.
- Another recent venture on Creation saw the pupils come together with the other schools in the multi academy company in peaceful protest to show their support for the sustainability of God's wonderful world. This was a clear expression of pride in their own religious identity and a demonstration of how they could make a difference.
- Pupils genuinely live out the mottos inspired by St Anthony of 'actions speak louder than words' and 'doing their little bit of good so together we can change the world'.
- Pupils are regularly and actively involved in activities linked with CAFOD and other charity initiatives. Pupils are aware that Catholic social teachings are the catalyst for all we do.
- Pupils take an active role in the Catholic Life of the school; they explained that they always get involved in charity because 'it is what God wants us to do'.

- Catholic Life is inspirationally led by the Headteacher and lived out by a committed staff who demonstrate understanding of what it means to live out the mission of the school: to live, love and learn, joyfully following Jesus Christ.
- The Headteacher has the trust of his staff, who follow his lead as he lives out his vocation in every way. As a result, all staff are dedicated and committed to all that St Anthony's stands for and the school effectively lives out its mission.
- The physical environment clearly shows that St Anthony's is a Catholic School with Christ at the centre of it. The environment embraces the school's mission which is visible throughout the school and in classrooms due to investment in statues, religious artefacts, and signs.
- St Anthony's is a prayerful community. This has been further enhanced by developing a prayer garden where it is clear that care and thought have gone into what is seen there: from the passion rose by the three crosses to the relaxing reflective water feature. It is truly a place of peace and tranquillity, and the pupils themselves requested more time there in lessons to be with God's creation.
- All staff are excellent role models for the children resulting in mutual respect and companionship being a way of life.
- The school's curriculum embraces Catholic social teaching and what it means to live out our faith through our learning.
- The school plans themed weeks across the year, such as exploring other faiths and religions, and also weeks that are intrinsically linked to the world of the children, such as 'Proud to be a Brummie'; a week related to celebrating diversity. The curriculum promotes topics set within the pupils' experience of the world and in which the Catholic faith tradition is interwoven throughout.
- The school's values and virtues are embedded into the curriculum and a tool used for reflection. The pupils' understanding of these and their role in their lives is evident.
- The school has a church on site that is used to enrich the learning and the worship within the school. The parish priest described the preparation for prayer as 'faultless' and is very happy with the school and all it stands for.
- Staff well-being is good; they see the school as a family, feeling cared for and appreciated. Support staff are treated equally and recognise the considerable impact they have on pupils' lives, which is made possible by the support given to them to develop their roles. Support staff told inspectors, 'We are not managed; we are nurtured'.
- Relationships are at the heart of everything that St Anthony's stands for. The care for the staff, children and their families is holistic and authentic. Consequently, parents feel that the school is 'another family' to which they belong and know that their children are clearly at the centre of all that happens at St Anthony's.
- Parents can articulate the school's mission and know through their children that we must all do our little bit of good. They know that the school and their children work tirelessly to support those in need because this is a Catholic school. Parents told inspectors that their children are 'inspired' by the school's work to help those in need, which impacts the children continuing this work outside of school.
- The school champions people, both those at the school and those who have left. The mission and impact of St Anthony's living on long after pupils leave the school, demonstrating their commitment to lifelong learning.
- The school has an up to date policy for relationships, sex, and health education (RSHE), which uses the TenTen's 'Live Life to the Full' programme to support the pupils' understanding of human relationships within a Christian context.

CL3 How well leaders and governors promote, monitor, and evaluate the provision of the Catholic Life of the School

- The commitment and dedication of all leaders and governors are exemplary. The headteacher is a strong and devout leader of the faith whose energy and devotion inspire all of his staff. His faith-filled inspiration is lived out in his leaders and governors.
- The headteacher has dedicated time to building a governing body that is a part of the local community, being able to both challenge and support him at all levels with an understanding of local issues. Because of this, the school's areas for development are identified as a result of effective monitoring and evaluation processes, and there is evidence that the findings from these activities are being addressed.
- Leaders provide support, opportunity, and challenge in all aspects of Catholic Life.
- There is a clear vision with supportive governors who work tirelessly with the headteacher to achieve the best for all children; there is a shared vision for the spiritual development of the school shared by all stakeholders. Consequently, there is a commitment to the priority of the Catholic life of the school at all levels.
- The Governors and leaders all support each other with a passion rooted in a love for the pupils in their care. This enables the staff and governors to provide a very high standard of pastoral care for all the pupils and parents.
- Governors have attended Masses and seen first-hand the impact the role models of the staff have on the pupils' reverence and participation.
- Staff new to the school receive a thorough induction led by the headteacher, who also undertakes the role of subject leader for Religious Education and other senior staff. They provide in-house support and ongoing advice but also ensure that all teaching staff complete the training offered by the archdiocese. As a result of the strong training foundation from the archdiocese, Early Career Teachers (ECTs) at St Anthony's can grow in their commitment to the Catholicity of the school and are secure in knowing that the in-house support is readily available for them when they need it. As a result, the belief that 'you can only get better' is deeply rooted.
- Records indicate that performance management is used effectively to prioritise the development of the Catholic Life of the school. All staff have an objective linked to the Catholicity of the school. As a result, staff are held accountable for their contributions to school improvement in this area.
- Staff morale and well-being are very high; they spoke highly of how the headteacher supports, guides, and nurtures them; no question or concern is ever ignored.
- The school's partnership with parents is very strong. They feel supported and an essential part of the family of St Anthony's. They spoke very highly of the teachers and headteacher.

RELIGIOUS EDUCATION

The quality of Religious Education	Good
How well pupils achieve and enjoy their learning in Religious Education	Good
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	Good

RE1 How well pupils achieve and enjoy their learning in Religious Education**RE2 The quality of teaching, learning and assessment in Religious Education**

- Pupils enter the Nursery and the Reception classes with very low knowledge and understanding of the Catholic faith. However, data shows that as they journey through the school, they make good progress and the percentage of those working at the expected level increases. In particular, vulnerable children make very good progress at St Anthony's.
- All pupils are very positive about their Religious Education lessons; they enjoy learning about God and Jesus. Consequently, pupils are religiously literate and respond positively and with enthusiasm; most remain on-task during lessons.
- Because of the priority teachers place on passages from the Bible, pupils speak confidently about Bible stories they have read in lessons.
- The school has high expectations, and the standard of work seen in the books is comparable to that in other core subjects. In most classes, the standard of presentation is good.
- There is inconsistency in the way teachers provide feedback in pupils' exercise books. As a result, it is not clear to all pupils what they can do to improve their work or deepen their learning.
- Teachers' planning is progressive and links to pupils' prior knowledge, meaning that learning is effectively sequenced.
- The values and virtues are an embedded reflection tool and are naturally referred to by the children.
- Teachers have good subject knowledge and have benefitted from attending the training offered by the archdiocese and from the support within the school from each other. They are a strong team dedicated to providing the best that they can for the children in their care and each other. Therefore, teaching promotes an inclusive approach that allows no one to be overlooked.
- In most classrooms, time is managed effectively to maximise learning for all pupils.
- Teachers use questions with ease to deepen the moment for the pupils, enabling them to explore their ideas rigorously and effectively.
- Pupils respond well verbally to questions, but this is not always reflected in the written outcomes in their exercise books.
- Support staff are always deployed effectively; they know the children well and readily identify when they can intervene to support learning. They are considered part of the teaching team and are involved in lesson planning; their relationships with their class teachers are strong. Both teachers and support staff adapt their practice to consider all of the needs of the children in their care.
- In some lessons, creative resourcing results in exciting learning that engages most pupils.
- The school uses pupil-led displays whereby the children have their own portion of the display board in which they choose what they want to be displayed. This

supports the inclusivity of the school and the value given to each individual as a child of God.

RE3 How well leaders and governors promote, monitor, and evaluate the provision for Religious Education

- Governors and leaders have ensured that the school is fully compliant with meeting the Bishops' Conference of England & Wales requirements concerning Religious Education.
- The school follows the archdiocesan scheme: 'Learning and Growing as the People of God'. Its planning and delivery are monitored by the Religious Education subject leader and governors, who are kept up to date.
- Religious Education is a high priority of governors, and evidence shows how investment in resources has improved standards.
- Teaching staff benefit from targeted continuing professional development (CPD), reflected in the ongoing support to continue developing the standard of teaching and learning with the ECTs in school.
- Leaders know their staff and their strengths, and there is evidence of succession planning to ensure the continued development of standards in Religious Education throughout the school.
- The vision for the subject at St Anthony's is clearly understood by all leaders and governors who have the capacity and level of expertise to secure that vision. Documentation seen evidenced appropriate and thorough evaluation of this vision by leaders and governors.
- The curriculum is bespoke to the school, embedding strong links between spiritual, moral, social, cultural and vocational education and British values, cultural capital, and social issues such as climate change.
- Leaders and governors ensure that Religious Education is planned to meet the needs of pupils.

COLLECTIVE WORSHIP

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

CW1 How well pupils respond to and participate in the school's Collective Worship

CW2 The quality of Collective Worship provided by the school

- Collective Worship is engaging and pitched to cater to all levels and abilities.
- Staff look for opportunities to enable their children to get the best out of the experience considering their individual needs. As a result, worship is vibrant, exciting, and relevant across the school.

- Collective Worship takes place not only in the classroom but also in the hall, and use is now made of the lovely prayer garden where worship is delivered by Year 4 pupils during the inspection.
- Pupils show reverence and respect in all Collective Worship, even down to the youngest children, due to the excellent role modelling of the staff.
- Older pupils support younger children to access the worship taking place. Inspectors witnessed this during the headteacher's assembly, where Year 5 pupils sat with Reception to support them in accessing the messages given and to provide role models for them.
- The impact of pupil leadership of Collective Worship is evidenced in the faith journals of the younger year groups.
- In all classes, staff are supportive of their pupils, who lead and participate in prayer confidently with a clear element of trust.
- Collective Worship is planned in line with the liturgical year and linked to relevant and real themes. As a result, clear purpose, messages, and direction are given in all instances of prayer.
- Staff have a very clear understanding of the liturgical year and the symbols that go with it. This is evidenced in the preparation, organisation and pupils' knowledge and participation throughout the worship.
- Robust evaluation and focus have been given to the development and planning of pupil-led Collective Worship, resulting in a clear understanding from all staff of the centrality of Collective Worship in the school's development.
- A wide range of approaches and strategies deliver collective worship across the school. A key element to the prayer at St Anthony's is creativity: from trickling sand to creating a Lenten journey in Reception to physically feeling the weight of stones as your sins hold you back in Year 5. All of these ways to pray and reflect enable the pupils at St Anthony's to experience the spiritual time together and feel the impact as part of their moral and spiritual development and take that away with them.
- Collective Worship is planned using the diocesan format to gather, listen, respond and go forth.

CW3 How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship

- The headteacher and staff are excellent role models for pupils.
- Accurate self-evaluation and regular monitoring of Collective Worship results in consistent messages and strategies modelled to the children.
- Worship and prayer are central to the life of the school; this is evidenced in staff behaviours and development plans. The school is prioritising the continuation of the prominence of Collective Worship as a prayerful and spiritual time.
- An accurate and honest evaluation acknowledges where the school was pre-pandemic and what key strategies are now needed to be back where they were. Evidence shows the embedded practices re-emerging and the impact of the support given to the ECTs in their confidence and understanding of Collective Worship.
- The Religious Education subject leader has completed a regular evaluation of school Masses, assemblies and pupil-led prayer. These evaluations are used to help improve liturgies.

SCHOOL DETAILS

Unique reference number	148090
Local authority	Birmingham
<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	Academy
Age range	239
Gender of pupils	Mixed
Number of pupils on roll	239
Appropriate authority	The governing body
Chair	Marcus Brain
Headteacher	Cieran Flaherty
Telephone number	0121 770 3168
Website address	www.st-anthonys.solihull.sch.uk
Email address	office@st-anthonys.solihull.sch.uk
Date of previous inspection	October 2015

INFORMATION ABOUT THIS SCHOOL

- St Anthony's is situated in Kingshurst, North Solihull. Despite the vast regeneration project within North Solihull, the area remains very deprived.
- The percentage of Catholic pupils is currently 47.7%.
- The percentage of disadvantaged pupils is above the national average.
- The percentage of SEND pupils is above the national average.
- The percentage of pupils from minority ethnic origins is above the national average.
- The percentage of pupils with EAL is below the national average.
- Attainment on entry is below average.
- Since the last inspection, the school has seen significant staffing changes in its senior leadership team and teaching staff. The school has also academised and joined the Our Lady & All Saints Catholic Multi Academy Company.

INFORMATION ABOUT THIS INSPECTION

- Two diocesan inspectors carried out the inspection: Louise Bury and Debbie Enstone.
- 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 eight Religious Education lessons to evaluate the quality of teaching, learning, and assessment quality. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed 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 collective worship experience.
- Meetings were held with governors, including the Catholic Life link governor, the headteacher who is also the Religious Education subject leader, teaching staff, support staff and parents. Due to the absence of the parish priest, the lead inspector held a telephone interview with him the week previous to the inspection.

A telephone interview was also held with the outreach worker from the Columbans, whom the school work closely with on projects to promote the Catholic Life of the school.

- The inspectors attended a whole school assembly, class Collective Worship, and undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the school's Catholic Life, and pupils' behaviour.
- The inspectors reviewed various 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, pupils' exercise books and class learning journals. They also viewed the video on the Creation project.