



Archdiocese of Birmingham

Section 48 Inspection Report

ST MARGARET MARY'S CATHOLIC PRIMARY SCHOOL

Perry Common Road, Erdington, Birmingham, B23 7AB

Inspection dates:

10-11 March 2022

Lead Inspector:

Bernadette Corbett

OVERALL EFFECTIVENESS:

Outstanding

Catholic Life:

Outstanding

Religious Education:

Outstanding

Collective Worship:

Outstanding

Overall effectiveness at previous inspection:

Outstanding

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is an Outstanding Catholic school because:

- The school mission, 'Live, love and learn', is fully embedded, celebrated and clearly articulated and lived out by all.
- All pupils appreciate, value, and participate fully in the Catholic mission of the school.
- Pupils achieve exceptionally well in Religious Education from their starting points and take pride in their work. The subject is given the highest importance in the curriculum.
- Pupils concentrate exceptionally well in lessons and are enthusiastic about their learning in Religious Education. They enjoy a challenge and respond well, confidently articulating secure subject knowledge.
- Collective Worship is given the highest priority. It inspires pupils leading to heartfelt responses.
- Leaders are models of excellent practice and inspiring role models of faith.

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

- Give pupils more opportunity to initiate, plan, lead and deliver Collective Worship.
- Develop the Catholic curriculum even further to embed Catholic social teaching fully.
- Ensure monitoring is consistently rigorous, leading to well-planned improvements that include opportunities for pupil-led improvements.

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 school's excellent environment reflects and celebrates the school's mission through high-quality displays resulting in the mission being fully embedded and understood by the whole school community.
- Passionate, enthusiastic leaders lead the school well. The headteacher, subject leader for Religious Education and all other leaders act as excellent role models to the faith and are fully immersed in the school mission. This results in pupils having a fantastic ability to listen, give thanks, forgive and be forgiven.
- Furthermore, staff at all levels are fully committed to the school mission and participate fully in school life. They are excellent role models of the faith.
- Pupils clearly articulate the school's mission and appreciate, value, and participate fully in it. This results in them being able to link the school mission to Catholic social teaching and Gospel values.
- The mission statement and the Catholic virtues are discussed and displayed in all classrooms. Even the very youngest children in the school know the mission statement and can discuss its meaning.
- St Margaret Mary's pupils are happy, confident, respectful, and welcoming. As a result, relationships at all levels are positive, and behaviour across the school is excellent.
- There is a strong sense of community at all levels with a real sense of family where Christ is firmly rooted at the centre. As a consequence, the school is a joyful and supportive community.
- The Eucharist is central to the life of the school, and all members of the school community are committed to its celebration. Consequently, pupils are enthusiastic about it and look forward to the celebration of Mass.

- The Catholic School Pupil Profile (CSPP) is embedded throughout the school and is clearly articulated by pupils and staff. The excellent environment celebrates and promotes the virtues highly effectively. As a result, pupils can articulate confidently the virtues and how they can demonstrate them in their lives. They are incorporated into all areas of school life and are lived out by the whole community.
- Pupils receive a virtue badge when they demonstrate the CSPP virtues, which are also recognised in weekly celebration assemblies. Consequently, pupils are enthusiastic about learning more about them.
- Pupils are confident in articulating what it means to be in a Catholic school, and they recognise the enriching, inclusive community in which they learn. This is evident in their exemplary behaviour and respectful care for one another, and their practical concern for those in need.
- Pupils live out their mission by organising and carrying out charitable works supporting charities like CAFOD and local foodbanks. Because of this, the school's Catholic educational mission is a lived reality for all.
- Pupils are fully involved in choosing charities and organising fundraising activities through liturgy leaders who form part of the school's parliament. As a result, pupils are empowered to take a leading role in promoting the school's mission both within the school and the wider community.
- Although the Liturgy leaders have been involved in some monitoring activities, these have not consistently led to direct improvements. The role of the liturgy leaders within the school parliament needs clarifying.
- The beautifully presented Catholic Life folders for each class evidence liturgical events and pupils' responses to scripture, allowing pupils to regularly reflect on the Mass in a way that further reinforces the CSPP virtues. For example, one pupil recalled, 'I took part in Mass by singing eloquently and clearly and responding to Father.'
- Catholic Life folders also showcase pupils' work and Collective Worship opportunities. They include pupils' comments and reflections on their learning. When reflecting on Mary, the Mother of God, one child in Reception responded, 'Mary wears blue, has a big heart, and helps people. Mary is our Mommy, and she looks after us from heaven.'
- Strong relationships between the parish and school are evident, resulting in many Catholic families attending Mass at the weekend. Each Friday, two classes celebrate Mass in Church on a rota basis. These Masses are well attended by parents and parishioners.
- The parish priest is a valued friend of the school and enhances the Religious Education curriculum by supporting lessons. He is also the chair of Governors. Children talk about him enthusiastically, resulting in solid links between the school and parish.
- The school and parish also work together closely in preparing the children for some of the sacraments. Pupils can talk about the importance of the sacraments in their lives, which is reflected in their written work.
- Pupils are highly confident in expressing pride in their religious beliefs.
- Links with parents and carers is strong; parents are invited into assemblies, Masses and 'inspire' workshops. They are made welcome, and their feedback is gathered verbally and through questionnaires. The 'inspire' workshops involve parents coming into school to work with their children. Parents appreciate the opportunity to participate in these, resulting in parents having a deeper understanding of the Catholic virtues, class saints and Catholic social teachings.
- Parents praise the school highly and feel it is a truly Catholic school where faith is powerful. They describe the school as a family and value the opportunities to join in with Masses and inspire workshops. They appreciated

the focus on values and virtues and explained how their children 'talk about them all the time!'

- Parents value the pastoral support provided by the school. They feel that their children are very well cared for and looked after and that 'nothing is too much trouble.' Parents are incredibly thankful for the high-quality pastoral care they provided throughout the COVID-19 pandemic.
- Some children could talk about vocation and link it to the lives of the saints, but their understanding of vocation needs to develop further.
- The school curriculum is being developed, and opportunities to link curriculum areas to Catholic Social teaching is evident. This enables pupils to make links and clearly understand Catholic social teaching in all areas.
- Pupils benefit from opportunities to go on visits and retreats such as to St Chad's Cathedral, Maryvale and retreats led by One Life Music, which play an essential part in their spiritual and moral development.
- The school has consulted with parents and adopted the TenTen relationships, sex, and health education (RSHE) programme, which, in turn, enables pupils to celebrate Catholic teachings and principles.

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

- The strong leadership of the headteacher, governing body and senior leaders demonstrates their total commitment to the Catholic Life of the school. As a result, all school community members are proud of the Catholic ethos.
- The leadership of the headteacher is inspirational. She successfully communicates her ambitious vision for the school, which is shared by all. As a result, the Catholicity of the school is at the heart of the environment, and all else stems from it.
- Leaders view Catholic Life as central to the life of the school, and all are committed to the school's mission which is beautifully celebrated in all areas of the school's work.
- The leadership team has high expectations and is fully committed to ensuring that pupils' experience of Catholic Life is rich and meaningful and that it helps each child to know and live out their lives according to the teachings of Jesus.
- Governors support and actively promote the school's link with the parish, which is strong.
- Governors evaluate and reflect on the school mission, resulting in a shared understanding across all stakeholders.
- There is a firm commitment at all levels to promote and support the school's Catholic Life, resulting in a real sense of pride in their Catholic mission. Every aspect of school life is rooted in this mission which is clearly at the centre of the life of the school. Consequently, all leaders are excellent role models, with all staff at every level being a leader of Religious Education in the school.
- Governors are highly supportive and committed to the school. They offer practical support and challenge. The school has effective self-evaluation processes which present an accurate analysis. As a result, the school's self-evaluation is accurate in identifying the school's strengths and areas of development.
- Catholic Life is a priority for leaders, reflected in the school's self-evaluation. This has informed decisions and led to actions that have maintained and enhanced Catholic Life during the period of disruption caused by the pandemic.

- Leaders frequently meet with the liturgy leaders to discuss the Catholic Life of the school, and as a result, a wide variety of fundraising events have been organised by the pupils. Meetings now need to be more focussed, with more opportunities for pupils to participate in rigorous monitoring leading to improvements.
- The Catholic Life Committee meets termly to discuss all aspects of Catholic Life. Key outcomes from monitoring and planning for future improvements are shared at this meeting, and the headteacher reports on Catholic Life as part of her report to governors.
- Professional development for staff focusing on the Catholic Life of the school is planned, which has successfully developed an understanding of the school's mission. Many staff participated in the Sycamore programme run in the Parish, enabling them to build their faith, further contributing to their commitment to the school's mission.
- Staff attend and value training led by the diocese and the school's leaders.
- There is a real sense of commitment from all members of staff who support and respect the senior leadership team, which results in a strong team who are fully supported at all levels.

RELIGIOUS EDUCATION

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

RE1 How well pupils achieve and enjoy their learning in Religious Education

RE2 The quality of teaching, learning and assessment in Religious Education

- The headteacher and subject leader have high expectations and a constant drive for excellence, resulting in a continual aspiration to raise standards in Religious Education. Consequently, all pupils achieve exceptionally well from their starting points.
- All groups of learners achieve well, but the school needs to continue to work on strategies for engaging boys for the gap to close even further between their achievement and that of girls.
- Teachers have excellent subject knowledge and are enthusiastic about how they can inspire and motivate pupils in lessons. As a result, all pupils are engaged and excited about their learning in Religious Education.
- A real strength of the school is pupils' ability to articulate their learning confidently, demonstrating their secure understanding and the ability to apply their knowledge to their own lives. This was evident in every class visited. Pupils in Year 3, for example, described how Jesus' body is placed in the tabernacle and that this is the Blessed Sacrament. They also explained how Jesus is the light of the world.
- Skilful questioning by teachers and support staff allows pupils to demonstrate their subject knowledge and understanding. Excellent questioning skills were

used in all lessons to extend learning and clarify misconceptions resulting in pupils in all year groups being able to discuss their learning confidently.

- Early Years Foundation Stage (EYFS) teachers plan carefully to ensure all pupils are actively engaged in interactive learning activities. As a result, the very youngest children could talk about how St Francis loved God's creatures and the season of Lent. Continuous provision is well thought out and planned to ensure that learning permeates through all tasks in both EYFS classes. During the inspection, children were engaged in various learning activities linked to their class saint, virtues, and Lent, giving them a secure foundation for future learning.
- Teachers regularly ask challenging questions during lessons and in their Religious Education books, which allows pupils to deepen and apply their learning.
- Children are highly motivated in lessons and are rarely off task due to teachers' planning and their delivery of engaging lessons using a variety of activities such as art and ICT. Pupils in Year 4, for example, were designing a webpage relating to rules about forgiveness.
- Pupils are given opportunities to work collaboratively and independently and achieve exceptionally well.
- As a result of engaging activities and open-ended opportunities to learn from religions (AT2), children make excellent progress in lessons and deepen their understanding of the issues being covered in each lesson.
- Pupils enjoy Religious Education lessons and are keen to learn. They enjoy discussing key messages within their classes and are allowed to develop their thinking in a supportive way.
- Pupils' responses to their teacher's questions are thoughtful and reflective, demonstrating secure knowledge using appropriate vocabulary. For example, when discussing the story of the Samaritan woman at the well, pupils in Year 6 children used appropriate vocabulary such as 'fortitude', 'gratitude', 'curious', and 'discerning' with confidence. Pupils are regularly given opportunities to reflect and respond to the scripture passages they study in lessons.
- Children concentrate exceptionally well, are interested and enthusiastic, and enjoy challenges. Consequently, work in exercise books is of a very high standard.
- Marking and feedback in exercise books is in line with other subjects, and pupils know how to improve their work.
- Support staff provide high-quality support and input and are skilled and well-deployed to support pupils' learning. Pupils with special educational needs and disabilities (SEND) are supported well in lessons by adults, with appropriate scaffolds available to enable all pupils to achieve the learning objective.
- Direct links are made and reinforced in lessons between what the pupils learn in Religious Education and other curriculum areas. This is evident in pupils' topic books. For example, pupils used their Design & Technology skills to design and make rosary beads to use in Collective Worship.
- Children's knowledge of Bible stories is strong, and pupils in Key Stage 2 can use the Bible confidently, demonstrating good Bible referencing skills.
- Pupils' achievements and efforts in Religious Education lessons are celebrated in class and assemblies. Consequently, children want to do their best and are proud of their accomplishments.

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

- Governors and leaders ensure the Religious Education curriculum meets the requirements of the Bishops' Conference of England and Wales. The diocesan scheme, 'Learning and Growing as People of God', is followed.
- All leaders see religious Education as a core subject. The work in pupils' books reflects and sometimes exceeds the high standards in other core subject areas.
- There are transparent systems in place to monitor and evaluate Religious Education. Monitoring and evaluation are carried out following a set timetable which includes a range of activities, including lesson observations, work scrutiny and pupil interviews. As a result, governors have a good understanding of standards in the subject.
- Tracking of pupil performance is embedded well. Trends and cohort data are analysed termly by the subject leader and headteacher. This is subsequently used to inform action planning.
- Data for vulnerable groups is collected and analysed accurately to identify groups who need targeting for extra support. In turn, this is seen in lessons.
- Self-evaluation is completed jointly by all leaders and reflects the strengths and areas for improvement. As a result, leaders know what the school's desired improvements are.
- Moderation of standards has taken place in school and between schools pre-COVID, ensuring assessment judgements made by teachers at St Margaret Mary are accurate.
- The subject leader is well respected and supports all staff, and staff value the support he gives them.
- Leadership is committed to the further development of all staff. All opportunities are taken to attend diocesan training, and continuing professional development (CPD) is prioritised to develop staff understanding and their commitment to the Church's mission. All staff, particularly the most recently appointed, benefit from excellent support for their own spirituality and to secure their subject knowledge, which is strong, resulting in high pupil outcomes.
- Leaders and governors ensure that Religious Education meets the needs of different groups of pupils, and they have recognised there is a disparity between the achievement of boys and girls.

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 central to school life, and praying together is part of the daily experience for pupils and staff. Staff have the opportunity to pray together during the daily briefing.
- As a result of well-planned and inspiring acts of Collective Worship with a clear message, pupils' behaviour is excellent, and all pupils are engaged and show respect and reverence. The children demonstrate heartfelt responses.
- The pupils' response to prayer is excellent, and children show enthusiasm to plan, deliver, and take part in all aspects of worship. Although the pupils have some opportunity to design and lead prayer, which is mainly linked to a new liturgical season, they now need more regular opportunities for this.
- Even the youngest children respond with great attentiveness and reverence during prayer time and acts of worship due to the excellent role modelling provided by the older children and every staff member.
- All pupils show a genuine enthusiasm for Collective Worship, which is reflected in the quality of their joyfully uplifting singing. Children showed prayerful silence and reverence.
- There were clear connections between the mission statement and CSPP virtues during the whole school assembly. Pupils' responses were thoughtful and reflective. One pupil commented to an inspector that 'Jesus is a good example to us all. He helps and guides us on our journey.' The pupils clearly understand the concept of being a pilgrim and how we are all on our journey to the cross together.
- Collective Worship has a clear purpose and message that is then fed through and reinforced in lessons, ensuring that all children understand and apply it to their own lives.
- Children can participate in various prayer types, including formal and informal, quiet reflection, open prayer and they are encouraged to be still and listen to God. The beautiful prayer garden is frequently used for class prayers. Children would benefit from more opportunities for voluntary prayer.
- Scripture is used well to reinforce clear messages, and the Bible is given prominence during liturgies. Consequently, pupils articulate an excellent understanding of the liturgical year and Church seasons.
- Pupils' knowledge of a variety of saints is secure, and they understand how the saints are our role models and how we can learn from the lives of the saints.
- Pupils compose many beautiful prayers, displayed and used at the prayer areas in class and around the school. These reflect their awareness of the different ways of

praying and types of worship. Pupils know a wide variety of prayers relevant to their year groups.

- The school provides a good variety of liturgies, worship, and prayer. Prayers said in the classroom form an integral part of the day.
- Classroom prayer areas are high quality, relevant and attractive, displaying children's prayers, prayers children should know and appropriate vocabulary.
- Pupils in each class take home a prayer bag that encourages families to pray together.
- Staff professional development is given a high priority, and staff feel well supported. This results in all staff being confident in planning and leading high-quality acts of Collective Worship.
- Staff are models of excellent practice in planning and delivering Collective Worship, and pupils' experience of worshipping in a faith community impacts their spiritual development.
- The class Catholic Life books have many examples of pupils' prayers and a record of their collective worship throughout the year.

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

- Leaders and governors embrace the requirements of the Archbishop of Birmingham concerning prayer and liturgy.
- Monitoring and evaluation of Collective Worship follow the annual monitoring cycle and a summary of monitoring is in place termly, leading to some improvements.
- Leaders monitor the provision for prayer and liturgy; findings lead to school improvement plans. However, after identifying areas for improvement, more rigour is needed to check the progress and the impact of the actions taken.
- Leaders know how to plan and deliver quality Collective Worship and are excellent models of good practice for staff and pupils. As a result, pupils are fully engaged and respond to liturgies and worship with enthusiasm.
- Themes for Masses and assemblies are planned and reflect the Church's calendar, enabling pupils to have a good understanding of the liturgical year, seasons, and feasts. As a result, collective worship has a clear message and purpose.
- Leaders need to allow more opportunities for pupils to plan and lead collective worship regularly.

SCHOOL DETAILS

Unique reference number	103453
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	Voluntary Aided
Age range	3-11 years
Gender of pupils	Mixed
Number of pupils on roll	395
Appropriate authority	The governing body
Chair	Revd. Father Simon Ellis
Headteacher	Jayne Logue
Telephone number	0121 464 6355
Website address	www.stmgmtmry.bham.sch.uk
Email address	enquiry@stmgmtmry.bham.sch.uk
Date of previous inspection	November 2015

INFORMATION ABOUT THIS SCHOOL

- St Margaret Mary's School is a larger than average primary school serving the parish of St Margaret Mary, Perry Common. The school is situated in the Kingstanding ward of Birmingham.
- The percentage of Catholic pupils is currently 63%.
- The percentage of disadvantaged pupils is above the national average.
- The percentage of SEND pupils is below the national average.
- The percentage of pupils from minority ethnic origins is above the national average.
- The percentage of pupils with EAL is above the national average.
- Attainment on entry is below average.
- Since the last inspection, a new Headteacher has been appointed.

INFORMATION ABOUT THIS INSPECTION

- The inspection was carried out by two Diocesan Inspectors: Bernadette Corbett and Marie Conway.
- 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. 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 the chair of governors, the parish priest, the headteacher, the subject leader for Religious Education, parents, and school staff.

- The inspectors attended a whole school Mass, and acts of worship undertaken in individual classes, the EYFS and the entire school. A parental 'inspire' workshop was observed, and inspectors 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 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, teachers' planning, Catholic Life big books, monitoring folders and governor's minutes.