



## Catholic Schools Inspectorate inspection report for St Anthony's Catholic Primary Academy

URN: 147367

Carried out on behalf of the Most Rev. Bernard Longley, Archbishop of Birmingham on:

Date: 19-20 October 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	<b>2</b>
Catholic life and mission (p.3) How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....	1
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Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	2
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

### Summary of key findings

#### What the school does well

- St Anthony's Catholic Primary Academy is a welcoming, inclusive community which enables pupils to grow in their journey with God within a secure, faith-filled environment.
- Staff are exemplary role models who demonstrate a holistic approach to everyone in their care. This permeates to parents and the wider community to ensure sincere Christ-centred interactions.
- Pupil leadership groups are embedded across the school, enabling pupils to enact their faith through charitable outreach to their local community and beyond.
- Teachers' religious education subject knowledge is very secure, resulting in confident teaching, which promotes work of a high standard from pupils.

- The principal is a dedicated, committed leader, supported by influential leaders and governors to ensure pupils and staff live out the school's mission and core values.

What the school needs to improve:

- Enable subject leaders to identify opportunities for the principles of Catholic social teaching within all subjects.
- Build confidence in pupils so they can ask incisive questions and deepen their learning in religious education.
- Develop pupils' skills to plan, deliver, and evaluate prayer independently and creatively.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

### Pupil outcomes

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

1

### Provision

The quality of provision for the Catholic life and mission of the school .....

1

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school .....

2



Pupils fully understand and appreciate their school's distinctive Catholic identity and are proud to be part of it. Class saints are deeply embedded across the school, with each class being celebrated on their feast days. Pupils feel valued, safe, and know that they are part of a faith-filled community. Pupils know and understand the school's mission and are committed to following the teachings and example of Jesus. Pupils who are not Catholic speak confidently about their full inclusion into St Anthony's Catholic Primary Academy. There is a strong sense of community and the pupils are committed to responding and supporting those in need because they understand that everyone is a creation of God. Pupil leadership groups are effective throughout the school, enabling pupils to put faith into action through charitable outreach in their local community and beyond. They proudly describe the impact of opportunities available to do this in school and the multi academy company (MAC), for example, supporting local food banks and the Good Shepherd Appeal. Pupils embrace a wide range of opportunities to partake in the school's Catholic life: for example, the leadership group 'St Thomas Ambassadors' are called to lead, just like St Thomas More, and the 'liturgy leaders' conduct themselves as prophets because they are teaching the other pupils, which is highly valued.

Staff are exemplary role models demonstrating a family-centred approach to everyone in their care; this includes parents and the wider community to ensure sincere Christ-centred interactions. Staff show an explicit and complete commitment to the most vulnerable. This is shown, for example, in them being able to choose a handshake, hug, or high five on entry each morning. The school reflects its Catholic character through a celebration of the children's work and vibrant displays which offer opportunities for spiritual formation. Christ is at the heart of the school, shown in the high quality, strong relationships amongst all and a secure culture of welcome. St Anthony's is a family where all of the community are respected. Staff comment that 'leadership is completely focused on helping

the school teach and live the faith. We have a collective view on our mission - words teaching and actions speaking.' Chaplaincy provision is central to all aspects of school life, and every community member is supported in their own vocational journey. However, staff desire increased opportunities for their spiritual and moral development. The provision for relationships and health education is carefully planned in line with diocesan requirements, resulting in pupils who talk confidently about their learning and its application to life.

Leaders and governors are committed to promoting the school's mission. They have a firm knowledge of their responsibilities and the development of Catholic life, as reflected in their policies. The principal is a dedicated, committed leader supported by effective governors to ensure pupils and staff live out the school's core values. The school seeks to work well with the local parish, increasing the number of families attending parish Mass. The school promotes parents' engagement, who highly support their children's development. One parent said, 'St Anthony's is a welcoming and inspiring school, where my children feel safe and are supported to grow educationally and spiritually.' Leaders of different subject areas are beginning to work together to plan opportunities to make connections towards Catholic social teaching, though this is not yet embedded. Self-evaluation is supported by a range of monitoring activities, which lead to effective improvement, though it is not yet robustly rigorous in its analysis and level of self-challenge.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

### Provision

The quality of teaching, learning, and assessment in religious education.....

1

### Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2



Pupils are engaged in their religious education learning and are religiously literate; this is shown in the language used throughout the school. When pupils talk about their learning, they confidently demonstrate a strong understanding of key terminology and use it accurately. They can easily recall prior learning and make connections to it when starting a new unit. For example, pupils in one class were able to talk about the religious symbolism of a halo when identifying Our Lady. Pupils enjoy their learning and approach lessons with great interest and enthusiasm. They speak about the passion they have for religious education, with one pupil saying that she wished she 'could learn about religious education all day.' Pupils' behaviours for learning are excellent. For example, when pupils are asked to talk to their partners, they remain engaged and on-task. They demonstrate a desire to improve their understanding and knowledge in lessons. All pupils clearly understand how well they are achieving in religious education lessons and can articulate with great confidence how they can learn even better.

Teachers have tremendous confidence in their authentic subject knowledge. Consequently, they plan and deliver lessons appropriate to the age range they teach. They have high expectations of all pupils in their classes, which leads to pupils having excellent behaviours for learning and being confident in recounting their knowledge. Where teaching methods are adapted to pupils' individual needs, all pupils are able to fully access the curriculum. In Key Stage 1, for example, pupils with high levels of special educational needs or disability (SEND) access the curriculum using pictures and emotions cards, enabling them to actively contribute to their own and peers' learning. Teaching assistants are effectively deployed in most classrooms, for example, to help establish a calm learning environment where pupils can concentrate intensely. Teachers' questioning is skilful and facilitates the identification of prior knowledge and understanding so that pupils can consolidate their understanding. Whilst this is a strength, pupils are not yet confident enough to ask incisive

questions to deepen their learning in religious education. Teachers celebrate pupils' achievements verbally and through feedback in their exercise books. Teachers provide many opportunities for their pupils to present their learning in various ways, such as sequencing activities, using scripture references, and generating reflections on the emotions and feelings of key characters in the Bible.

Leaders and governors ensure that the religious education curriculum has parity with other core subjects and fully meets the demands of the *Religious Education Curriculum Directory*. Governors regularly receive updates on areas of strength and concern within the subject. The religious education link governor greatly supports school leaders, ensuring appropriate support and challenge to contribute to the subject's development. The subject leader has a clear vision for teaching and learning and is well-supported to realise it. Introducing reflection documents at the start and end of each unit of study has improved teachers' planning, for example. Monitoring and evaluation occur regularly, and there is a solid evidence base for leaders and governors to verify their judgements against. However, monitoring is not yet sufficiently forensic and rigorous because it does not consistently demonstrate how improvement targets have been achieved. Staff greatly appreciate training opportunities and appreciate leaders' 'open door' approach to their development. Workshops provided throughout the year enable parents to experience aspects of the religious education curriculum and subsequently support their children at home with their learning.

## Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

### Pupil outcomes

How well pupils participate in and respond to the school's collective worship .....

2

### Provision

The quality of collective worship provided by the school .....

2

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship .....

2

Pupils respond well to prayer and liturgy and participate well. When music is used, pupils sing joyfully and confidently, enabling them to raise their hearts and minds to God. Pupils' behaviour during prayer and liturgy is exemplary; they show great respect and reverence. They know that there are different ways to pray. For example, pupils comfortably use periods of silence to pray. Pupils' knowledge of the Church's liturgical year is good, as is their knowledge of how it influences the school's prayer life. They work well with staff to prepare prayer and liturgy and are willing and enthusiastic. Routines for acts of worship are well-established and are spiritually uplifting. However, prayer is often planned by adults, which pupils then lead; pupils' skills to plan, deliver, and evaluate prayer and liturgy sessions independently and creatively are not yet fully developed. Liturgy leaders are very good role models of prayer and have already begun to support this. Pupils understand how to reflect on their prayer experience and how it impacts their lives through thoughtful meditation exercises and guided prayer.

Prayer is central to school life and is evident through various approaches. Daily patterns of prayer, supported by gospel assemblies, faithfully reflect the rhythm of the Church's prayer life. Pupils are confident in responding to the four main prayer times identified in the school day and relish when they are chosen to lead them in each class. Traditional prayers are taught across the school but are not yet as embedded within Key Stage 2 as they are for younger pupils, as demonstrated by their comparative lower confidence levels in using them. The use of scripture passages across the school is a strength, especially where links are made between the Bible and what happens in the classroom and in local and global communities. For example, pupils have reflected on the current conflict in Israel and the missionary vocation of one teacher's parent. Staff are exemplary role models and foster the love of their faith in others. Pupils are beginning to use a range of creative forms in their liturgies, though it is not fully developed to enable them to choose a wider variety of music and art

forms to enhance their prayers. The outdoor prayer garden is effective; pupils sincerely appreciate its contribution to their prayer lives. There is capacity for indoor space to be used better for spontaneous prayer.

Leaders and governors ensure that the prayer and liturgy policy is accessible and used by the staff to support them. Leaders provide a clear plan of events throughout the liturgical year to support each child's faith formation; this is a strength of the school and is widely acknowledged by parents and stakeholders. Celebration of holy days of obligation, relevant saints days, and the liturgical calendar are prioritised to ensure that the school and parish have the opportunity to come together. Training opportunities provided by the school and the MAC are regular, well-planned, and effective in developing provision. Leaders ensure staff can engage in diocesan training sessions. All staff understand the importance of the centrality of prayer, though not all staff are enabled to contribute to the provision of prayer. The monitoring and review cycle of leaders and governors includes various activities ensuring school improvement. However, a detailed and systematic approach to ensuring that monitoring is analysed coherently by all relevant stakeholders is lacking. Leaders and governors ensure prayer is appropriately resourced, as seen in classroom resources and prayer spaces.

## Information about the school

Full name of school	St Anthony's Catholic Primary Academy
School unique reference number (URN)	147367
Full postal address of the school	Stafford Rd, Fordhouses, Wolverhampton, WV10 7JW
School phone number	01902 558935
Name of head teacher or principal	Tamsin Davis
Chair of governing board	Christopher Walker
School Website	<a href="http://www.stanthonyscpa.co.uk">www.stanthonyscpa.co.uk</a>
Multi-academy trust or company (if applicable)	St Francis and St Clare Catholic MAC
Type of school	Primary
School category	Academy
Age-range of pupils	3 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	October 2017
Previous denominational inspection grade	2

## The inspection team

Paul Madia

Lead inspector

Sarah Boyle

Team inspector

## Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement