



Archdiocese of Birmingham

Section 48 Inspection Report

ST CATHERINE OF SIENA CATHOLIC PRIMARY SCHOOL

Great Colmore Street, Lee Bank, Birmingham B15 2AY

Inspection dates: 11-12 October 2021
Lead Inspector: Bernadette Corbett

OVERALL EFFECTIVENESS: **Good**

Catholic Life: Good

Religious Education: Good

Collective Worship: Good

Overall effectiveness at previous inspection: *Outstanding*

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- All members of the school community have a deep understanding of the mission of the school, to live, learn and grow in God's love, and are committed to living out this mission.
- There is a clear sense of community in which every child is valued.
- Pupils are happy and confident and are supported well pastorally.
- Prayer is central to the life of the school and staff are excellent role models in this area.
- Religious Education lessons are well planned to engage all pupils, and pupils enjoy them.
- Work in Religious Education books is of a high standard, and pupils are proud of their work.
- Pupils participate enthusiastically in Collective Worship and understand its importance.

It is not yet Outstanding because:

- Monitoring is not sufficiently rigorous.
- The faith leader and chaplaincy team roles need clarifying and developing so that pupils can contribute to evaluations which lead to improvements.
- Pupils' ability to lead Collective Worship needs developing to ensure there is a progression of their skills and confidence as they grow older.
- There are limited opportunities for the spiritual formation of staff.

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

- Plan a clear schedule for monitoring all three key areas. Undertake rigorous monitoring activities which are analysed deeply to drive rapid and sustained improvements.
- Ensure that the faith leaders and chaplaincy team have more frequent opportunities to participate in school evaluation in a planned and systematic way, enabling them to lead improvements.
- Develop pupils' skills and confidence to enable them to independently plan and deliver their own acts of Collective Worship which engage their peers.
- Provide opportunities which facilitate the spiritual development of staff, such as retreats, staff prayer, and training relating to Catholic Life.

THE CATHOLIC LIFE OF THE SCHOOL

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

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**

- Pupils have a clear understanding of the school's mission statement and how it links to the virtues contained within the Catholic School Pupil Profile (CSPP) and Bible passages. Consequently, they have a good understanding of how they can act out the mission statement and Gospel values in the way they live their lives.
- The mission statement has been reviewed by stakeholders and is now lived out by the whole school community. It is embedded and referred to in all areas of school life. The mission statement, Gospel values and key aspects of the school's Catholic Life are shared with parents through the weekly newsletter and on the website. This enables parents to understand, embrace and support it.
- Gospel values and the CSPP underpin all aspects of school life and are reflected in the positive relationships across the school. Furthermore, pupils who demonstrate them are recognised and celebrated each week in a special assembly.
- Pupils understand the importance of being part of a Catholic community where everyone encourages each other to be the best person they can, by being like Jesus and to love and care for others.
- Pupils understand the importance of service and respond generously to the needs of others. The faith leaders, along with staff, deliver food collected during Harvest time to a local charity, responding to God's mission to serve others and put others first.

- During the inspection City Mission delivered an assembly focussed on the generous giver and this was linked to the city mission. Pupils had donated food during October to give to those in need. Consequently, the pupils at this school are empowered to make a difference in their local community.
- Pupils also contribute to the Catholic Life of the school by supporting other charities such as CAFOD and the Father Hudson's Good Shepherd Appeal.
- Behaviour across the school is excellent and relationships are strongly rooted in a love of God. As a result of this, pupils clearly respect each other and the staff. This is evident in lessons and in pupils' conduct around the school site. The school is a happy community, as a result pupils feel well cared for and are confident. They experience excellent pastoral support in a caring and nurturing environment. There is strong pastoral support in the form of well-being lessons, run by teaching assistants, and a memory group for children who have experienced loss which help to support their emotional well-being.
- In the majority of lessons pupils support and encourage each other through effective discussions which supports their spiritual growth.
- The faith leaders and chaplaincy team enhance the Catholic Life of the school by preparing prayer and liturgy for their own class and other classes across the school. They also help at school Masses by reading, writing intercessions, and carrying the processional cross. Consequently, they act as positive role models to other pupils across the school. Their roles now need developing to enhance their ministry across both the school and parish.
- The school environment is vibrant and clearly celebrates the Catholic Life of the school and reflects its mission. The beautiful prayer room is used effectively as a sacred space for prayer, and this supports pupils to recognise the importance of prayer in their lives.
- The Catholic environment is supported by a variety of displays, artefacts, statues, and crucifixes evident around the school which highlight the centrality of the school's Catholic Life to its work. Visual prayer focuses are relevant and reflect the liturgical season, reinforcing the pupils' understanding of the Church's cycle of seasons and feasts. However, in some classrooms the prayer focus area needs to be more prominent at the front of the room.
- Each class celebrates a class saint, and the lives of the saints are celebrated through Masses and Collective Worship, supported by a display of each class's saint on the classroom door. The children therefore have a good understanding of the lives of a variety of saints and can talk about how the lives of the saints inspire them to be more like Jesus.
- Many pupils in Years 5 and 6 participate in the Tolkien Partnership Bronze Award, which encourages stewardship and develops links with the chaplaincy team from the secondary feeder school.
- Each class has a Catholic Life floor book which evidences celebrations of liturgical feasts, as well as pupils' reflections and prayers linked to liturgies and Bible passages.
- Pupils' spiritual and moral development benefits from trips and visits to places such as St Chad's Cathedral, Alton Castle and St Mary's Convent. These enable pupils to experience other places of worship that they otherwise would not access and are an important element of their sacramental preparation.
- The school has consulted with parents and adopted a relationships, sex and health education (RSHE) programme which celebrates Catholic teachings and principles.
- The school promotes vocations and facilitates a 'vocations day' where pupils had the opportunity to explore their understanding of God's call to serve. Consequently, pupils have a good understanding of what it means to have a vocation and how they can use their gifts in the service of others.

- Strong relationships between the parish and school are evident, resulting in a large proportion of Catholic families attending Mass in the parish at the weekend. Each Friday a class celebrates Mass in the parish church on a rota basis. The parish priest is a frequent visitor to the school and supports the Catholic curriculum.
- Sacramental preparation is delivered effectively by the parish and school collaborating.
- Pupils have a developing understanding of other religions and faiths; they demonstrate a sense of respect for those of other faiths. This is reflected in the way they participate in prayer.
- Staff are keen to support the school and there is a real sense of commitment from all members of staff.

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

- Governors and school leaders work together to support each other to develop and promote the Catholic Life of the school. As a result, they are proud of their Catholic mission and demonstrate a love and care for all pupils.
- Senior Leaders meet frequently with the faith leaders to discuss the Catholic Life of the school. Impact is beginning to show, for example, because of these meetings, the school environment has been enhanced by spiritual quotes being stencilled onto the walls. Regular, focussed meetings would allow pupils to be further involved in school improvements and lead them.
- Governors are committed to the school and are involved in evaluating and reflecting on the school's mission. Consequently, there is a common understanding of the mission across all levels of leadership. Catholic Life is routinely discussed by the governing body. They provide support and some degree of challenge to senior leaders, although this is limited.
- Catholic Life is a key priority on the whole school development plan; a committee meets termly to discuss all aspects of it. Key outcomes from the school's monitoring, and planning for future improvements are shared at these meetings. However, because the impact of this is not followed up, they have a limited effect on the Catholic Life of the school.
- Governors are involved in evaluating Catholic Life by carrying out learning walks. However, such monitoring activities need to be more robust and have more rigour, so that leaders can evaluate the school more accurately and further drive improvements.
- The headteacher reports about Catholic Life as part of his termly report to governors. This ensures governors are well informed about what is happening on a day-to-day basis.
- Staff value the Catholic ethos and "family feel" of the school and contribute to it. Professional development for staff focusing on the Catholic Life of the school is planned and this has successfully developed a common understanding of the mission of the school. Staff attend training led by both the diocese and the school's own leaders.
- Parents are informed of the Catholic Life of the school through the website, email, text messages and newsletters. Parents value the "Wednesday Word" provided by the school which encourages families to pray together. As a result, parents are well informed and are very happy with the school and its leaders. They shared numerous positive comments about the school and its Catholic Life with inspectors, such as, "there is a strong focus on developing faith", "high standards of behaviour and respect are important", "there is a

focus on pupils and their well-being”, “the school listens to the parent’s voices”, “open, friendly and honest staff.”

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	Requires Improvement

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

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

- The provision and outcomes in Religious Education at St Catherine’s are securely good.
- Pupils enter school knowing very little about the Catholic religion, but most pupils make good progress from their starting points across all key stages. By the time they leave, most are working in line with or above expected levels.
- Pupils enjoy Religious Education lessons and are proud of the work in their books, resulting in work that is of a high standard and is well presented. The amount of work undertaken in all classes is good.
- Attainment in Religious Education is comparable to that of other core subjects.
- The quality of work in Religious Education books compare favourably to English books, demonstrating the high priority of the subject across the school.
- Feedback is frequent and follows the school’s marking policy. Challenging questions posed by teachers at the end of tasks are responded to by the pupils and deepen their understanding. Some additional tasks are set to improve pupils’ work, which are usually, but not always, completed.
- Pupils know how to improve their attainment in Religious Education. Tasks are assessed by teachers and pupils, resulting in good progress being demonstrated in pupils’ exercise books.
- Because lessons are planned to meet the needs of pupils, significant groups of pupils across the school make good progress.
- The school has recognised that there is a difference in the attainment of boys compared to girls across the school and now needs to devise and put plans in place to address this and ensure this gap closes.
- The behaviour of pupils in Religious Education lessons is excellent and relationships between adults and pupils are friendly and respectful. Because of this, a large majority of pupils engage actively in lessons and most pupils concentrate well. Pupils work collaboratively in lessons and support each other.
- Teachers use a variety of strategies to motivate pupils with a mixture of individual and collaborative work. Consequently, pupils enjoy their Religious Education lessons and are both interested and enthusiastic during lessons. Pupils are always keen to answer questions and contribute to their lessons.
- Planning by teachers results in some lessons linking directly to pupils’ own lives, the CSPP virtues, the school’s mission, and the concept of vocations. As a result, Religious Education contributes towards helping pupils to reflect spiritually, and to think ethically and theologically.

- Due to teachers being well supported by the subject leader, teachers' subject knowledge in Religious Education and pedagogy are strong. As a result, there is a clear progression of skills demonstrated by pupils in their lessons year on year.
- Staff work hard to plan a variety of interactive lessons for pupils using a range of religious sources such as artwork, Scripture, and videos. This ensures pupils are engaged and interested in their Religious Education. As a result of recent professional development, religious artwork is used effectively in some lessons in Key Stage 2. In Year 6, pupils can confidently compare accounts of the call of the disciples: images were presented representing Jesus in different ways, reflecting the diverse population of the school. Pupils discussed with confidence the different representations of Jesus. One child explained to another, "here is a European representation of Jesus but sometimes he is represented as black."
- In most lessons teacher questioning was effective and extended and challenged pupils' learning. This effective questioning, often using open ended questions, results in pupils extending their thinking and allows them to explore ideas in greater depth.
- All teachers have high expectations of behaviour and learning and therefore pupils' progress in lessons is good.
- Pupils' knowledge of the Bible is strong and pupils in Key Stage 2 can use it with confidence, demonstrating good referencing skills. Due to the use of Scripture in lessons, pupils in Key stage 2 are secure in their knowledge of Bible passages from the Old and New Testaments and understand the roles of the prophets in the Old Testament.
- In both key stages there is a focus on learning from religion, allowing pupils to relate learning to their own lives. Some pupils in Year 2 could discuss in detail the story of the Prodigal Son and relate it to the concept of forgiveness. In Key Stage 1, teacher modelling is effective, and most pupils remain engaged in their lessons. However, lessons are not always sufficiently paced, resulting in some pupils losing focus at times.
- Teachers in Early Years plan effectively, to ensure all children are actively engaged in interactive tasks. As a result, the very youngest children can talk about creation and the gifts God has given them. Continuous provision is well thought-out and is planned to ensure that the learning permeates through all areas of learning. For example, a lesson observed in Nursery was full of awe and wonder; as a result, the children were highly engaged and motivated in their learning.
- A celebration assembly is held each week celebrating pupils' achievement and effort in Religious Education lessons and consequently, they want to do their best and are proud of their achievements.

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

- Leaders and governors ensure the Religious Education curriculum meets the requirements of the Bishops' Conference of England and Wales. The diocesan Religious Education scheme is followed by all teachers.
- Religious Education is taught for the correct amount of time and is comparable to other core subjects.
- The subject leader is well respected and supports all staff. Staff highly value the support she gives them.
- The monitoring of Religious Education is undertaken following a timetable. Activities include observations of learning, work scrutiny and pupil interviews. However, systems need to be developed and embedded so that the findings from monitoring

are acted upon and are subsequently evaluated for impact, to drive school improvement.

- Self-evaluation reflects the strengths and areas for improvement although the self-evaluation document needs to be completed jointly with Governors, so that all levels of leadership are clear on the strengths and areas to develop across the school, enabling school improvement to be approached with clarity.
- Pupil achievement data is collated and analysed each term, which is used to inform subject improvement planning. Moderation of standards has taken place in school and with other Catholic schools, thus guaranteeing the accuracy of teachers' judgements.
- Leaders and governors ensure that Religious Education generally meets the needs of different groups of pupils. Leaders have recognised there is a disparity between the achievement of boys and girls and must now work to address this.
- Standards in Religious Education are reported to governors regularly. Governors scrutinise pupils' exercise books and floor books to monitor standards across the school.
- Although some monitoring and analysis has taken place, the establishment of a rigorous cycle of monitoring and evaluation is needed to enable school leaders and governors to be robust in their identification of areas for development and to provide intervention that is both effective and timely.

COLLECTIVE WORSHIP

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

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 well planned and therefore all pupils are keen to join in with prayer and liturgy; they participate with reverence and respect.
- Collective Worship is central to the life of the school, where praying together is part of the daily experience for all members of the community. Pupils, who remain engaged, clearly enjoy praying together and subsequently praise God by singing joyfully.
- The central focus area in the hall links to the school mission statement and Catholic virtues which the school upholds. It acts as a focal point during acts of collective worship, allowing pupils to reflect with reverence.
- Liturgical areas throughout the school display the correct colour for the season and celebrate the Church's seasons. This further reinforces the pupils' strong understanding of the Church's liturgical years, including feasts, which is strong.

- Teachers and faith leaders utilise various strategies to instil confidence in pupils, including role play when preparing to pray. This helps pupils to understand the themes and issues they explore in prayer more deeply. Consequently, pupils' responses are enthusiastic and confident.
- Staff, and those pupils who deliver Collective Worship, prepare and plan prayer well, creating a calm and prayerful atmosphere by using calming music and candles as a focal point, allowing children to reflect.
- Children know a variety of prayers for their year groups and say these regularly during liturgies. These include the Apostles' Creed, the Rosary, the Angelus, and the prayer of St John Henry Newman.
- Pupils articulate a good knowledge of why they pray to God.
- Faith leaders are creative and resourceful in their planning of liturgy for their own classes and classes across the school. With support, they plan liturgies, using a variety of resources, to engage pupils. They are involved in preparing for Mass, including writing intercessions. Their planned liturgies are often linked to the mission statement and the CSPP.
- Pupils in Early Years are given opportunities to lead Collective Worship, with pupils in Nursery being involved in setting up the prayer focus area. These pupils sing beautifully during prayer services. This results in the very youngest children in the school being actively engaged in Collective Worship.
- Collective Worship gives opportunities for pupils to respond individually by writing their own prayers which are then shared with the class and contribute to pupils' spiritual development. For example, an instance observed in Year 5 during the inspection, reinforced pupils' understanding of vocation as they reflected on the feast day of Pope St John XXIII. The class floor books contain pupils' reflections and prayers and celebrate prayer as central to the life of the school.
- Prayer and liturgy are most effective when pupils are given opportunities to reflect, be silent and are encouraged to be still and to listen to God, thus creating a sense of awe and wonder. However, at times, prayer focusses too much on questioning, which is counterproductive to such an atmosphere.
- Pupils need to be given the opportunity to experience a wider variety of prayer styles to more frequently inspire deep thought and heartfelt responses.
- Most staff are skilled in supporting children with planning and leading Collective Worship.
- The school supports families to pray at home by sending home the Wednesday Word each week, encouraging families to continue to grow in faith together.
- Pupils are frequently given time to reflect on Masses attended whilst at school, allowing them to relate the message of the Mass to their own lives and to consider how they can live out the messages of Jesus Christ.

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

- Leaders know how to plan and deliver good quality Collective Worship. They are models of good practice for staff and pupils.
- Themes for Masses and assemblies are planned to 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.
- Monitoring and evaluation of Collective Worship follows the annual monitoring cycle, and a summary of monitoring is in place each term, which has led to some improvements, although this cycle is not yet embedded.

- Leaders need to create capacity to enable more pupils to instigate, plan and deliver their own acts of Collective Worship, and thus develop their confidence in doing so.
- An audit of Collective Worship was carried out in March 2021. However, monitoring needs to be more regular and rigorous, and lead to detailed and relevant action plans which both have impact and effectively drive school improvement.

SCHOOL DETAILS

Unique reference number	103433
Local authority	Birmingham
This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the 2005 Education Act.	
Type of school	Primary
School category	Voluntary Aided
Age range	3-11 years
Gender of pupils	Mixed
Number of pupils on roll	248
Appropriate authority	The governing body
Chair	Monica Todd
Headteacher	Liam Fadden
Telephone number	0121 692 1051
Website address	https://www.stcathrc.bham.sch.uk
Email address	enquiry@stcathrc.bham.sch.uk
Date of previous inspection	1 June 2015

INFORMATION ABOUT THIS SCHOOL

- St Catherine of Siena Catholic Primary School is a one form entry Catholic Primary School serving the parish of St Catherine of Siena in Birmingham city centre.
- The percentage of Catholic pupils is currently 62.2%.
- 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 above the national average.
- Attainment on entry is below average.

INFORMATION ABOUT THIS INSPECTION

- The inspection was carried out by two Diocesan Inspectors: Bernadette Corbett and Paul Madia.
- 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 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 chair of governors, the Catholic Life link governor, the headteacher and deputy headteacher, the Religious Education subject leader, assistant headteacher, other members of staff, the parish priest, and parents.
- The inspectors attended class and phase-based 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 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 RE action plan, teachers' planning, floor books, monitoring folders and the minutes of meetings of the governing body.