



# Archdiocese of Birmingham

## Section 48 Inspection Report

### ST EDWARD'S CATHOLIC PRIMARY SCHOOL

Greenland Road, Selly Park, Birmingham, B29 7PN

Inspection dates:

27<sup>th</sup> – 28<sup>th</sup> June 2019

Lead Inspector:

Rose Brookes

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#### OVERALL EFFECTIVENESS:

**Good**

Catholic Life:

Outstanding

Religious Education:

Good

Collective Worship:

Outstanding

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*Overall effectiveness at previous inspection:*

*Outstanding*

#### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- Relationships between staff, pupils, governors, parents and the parish reflect the love that Christ has for his church. St Edward's parish and school community continually support each other and together they have created a happy Gospel filled community.
- Staff receive very good professional development from senior leaders and so they have excellent Religious Education subject knowledge. Good questioning is consistently used in lessons to deepen discussion. This enables pupils to apply what they learn to their lives.
- All staff are excellent role models for pupils. Pupils enjoy their learning because teachers love to teach Religious Education. Teachers work with their year partners to plan and evaluate lessons together. These teams offer each other great support to provide consistently good lessons.
- Staff give pupils excellent opportunities to be creative with prayer. Pupils enjoy planning and leading liturgies using a variety of prayer styles. Pupils are continually encouraged to compose and read their own prayers.
- Pupils' singing, music making and signing greatly enhances all class and school worship and creates liturgies that are sacred events.

It is not yet outstanding because:

- Opportunities to improve teaching and learning in Religious Education are missed because the analysis of assessment data is not used effectively by senior leaders and class teachers.

- Teachers' feedback doesn't consistently help pupils to deepen their learning from Religious Education.
- Recorded work is not suitably adapted to suit the needs of different groups and abilities of pupils.

## FULL REPORT

### What does the school need to do to improve further?

- Analyse Religious Education assessment data rigorously and use this information to plan improvements to teaching and learning. This analysis should involve the subject leader and teachers.
- Develop teachers' feedback to better support pupils' understanding of how their learning from Religious Education has meaning in their lives.
- Ensure pupils of different abilities are able to record their work in a range of ways that gives suitable support and challenge.

## THE CATHOLIC LIFE OF THE SCHOOL

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

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

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

- St Edward's mission statement, 'Jesus is at the heart of everything that we do', reflects how the school community is focused on the love of Christ and his teachings.
- The school website proclaims, 'The life and soul of St Edward's is based on the example given to us by Jesus Christ'. The headteacher enables this proclamation to come to life in this faith filled school and parish community by the way she passionately leads Catholic Life.
- During the inspection, the chair of governors said that a strength of the school is, "The relationships on every level: children to children, staff with children and staff with staff and this is reflected in the school prayer, Let Love live here, Love of God, Love of one another and Love of life itself." The caring, understanding, love and support for each other is evident in the way pupils and staff are supported by senior leaders.
- Parents and pupils both speak positively about the school. One parent said, "It is truly an inclusive school ensuring that everyone is respected and valued." While a Year 1 pupil wrote, "I love my school because they care about me."
- Pupils actively lead and participate in Catholic Life. The pupil faith ambassadors enthusiastically promote the Catholic faith around the school. They run the piety stall and help to monitor prayer areas and displays. Staff have skilfully enabled pupils to take pride in belonging to this group.

- Pupils are sometimes given the opportunity to lead aspects of fundraising. Pupils spoke to the inspectors about how they organised a cake sale for a charity during Lent and organised a reverse Advent calendar, where food was collected for families in need.
- All pupils and staff continually take an active part in the Catholic Life of the school. Many of their activities are recorded in the beautifully presented class 'Journey Through Christ' books. Pupils take pride in contributing to these books, which reflect the liturgical year.
- At St Edward's everyone is valued. Pupils feel that their individual talents are developed and celebrated.
- Pupils learn about different faiths and cultures. The school holds a bi-annual international celebration evening where families from different nationalities share their cultural and performing arts talents.
- The Wednesday Word is used in all year groups to support the pupils' spiritual development and to encourage strong home, school and parish links.
- Sacramental preparation for pupils takes place during Religious Education lessons. Parents are very well supported by the school and the parish during this preparation. Meeting with parents help them to know how to support their child on their faith journey.
- Pupils from Year 3 and Year 6 are paired up as ' Faith Friends'. Not only do the Year 6 pupils support the younger Year 3 pupils through their transition to key stage 2, but both year groups support each other on their sacramental journeys. Both year groups try to attend each other's sacramental services to give moral and spiritual support.
- The behaviour of pupils at St Edward's is exemplary and they respect each other. They are grateful for the great care that they receive from the very dedicated staff. They respond with a high level of trust and confidence in the school community, which continually supports them to learn about the love of God.
- The staff are excellent role models to pupils because their actions show a commitment to the mission of the school. They live out the virtues promoted in the CSPP and the Gospel values to ensure that the needs of all pupils are met. For example, two teachers have visited The Gambia to help the charity Abooku. They have collected and distributed books to promote and improve reading. St Edward's parish and school community have generously supported this work by donating books. The pupils have also raised funds to help the charity buy phonic reading schemes.
- A strong link has been formed with a school in The Gambia. Pupils have written letters to one class at the school. St Edward's pupils have enjoyed learning about the lives of the children and about how they celebrate Ramadan. This excellent collaboration has helped pupils to respect people from other cultures and faiths.
- Nearly all the pupils can identify the sort of person God is calling them to be, both now and in the future. During the inspection, the school celebrated an annual vocations week. This has helped pupils to have an age appropriate understanding of vocation and to respond with enthusiasm to the school's excellent provision for spiritual, moral and vocational development.
- Pupils actively participate with enthusiasm in a variety of high-quality religious experiences and retreats. For example, Year 3 and Year 6 take part in retreats by an external provider.
- Displays around the school and in the classrooms are of a high standard. They reinforce the Catholic mission of the school, provide pupils with resources to support their learning and, especially the interactive displays, encourage pupils to pray.

- Provision for relationship and sex education is taught through the Journey in Love Programme, which is consistent with the teaching of the Church. It is detailed and developed at an appropriate level for all pupils from Foundation Stage to Year 6. It enables pupils to explore feelings and emotions and how they impact on themselves and others.

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

- Catholic Life is led by the dedicated headteacher, who leads with a passion that is rooted in a love for the pupils, staff and the parents in her care. This enables the staff and governors to provide a very high standard of pastoral care for all the pupils and parents.
- The headteacher, the senior leadership team and the Religious Education subject leader are deeply committed to the school's mission. They provide support and challenge in all aspects of Catholic Life.
- The parish priest, who is the vice-chair of the governing body, is also very supportive of the Catholic Life of the school.
- A strategic monitoring plan for Catholic Life ensures that all stakeholders know when monitoring is happening and any subsequent actions that occur.
- The monitoring and evaluation of Catholic Life takes place through lesson observation, learning walks, book scrutinies and professional conversations with staff and pupils.
- As part of the school's appraisal processes, the headteacher and all members of staff have a performance management target linked to Catholic Life and the school's mission statement. This helps to maintain Catholic Life as a key priority for all staff.
- Many of the governors have valuable experience of working in Catholic Education and are very active within the parish. They are highly ambitious for the Catholic Life of the school and are actively involved in its evaluation. They are ready to challenge as well as support where necessary. As a result, they make a highly significant contribution to Catholic Life.

## **RELIGIOUS EDUCATION**

The quality of Religious Education.	<b>Good</b>
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.	Outstanding

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

- The school has identified that pupils enter the school with very low levels of knowledge and understanding of the Catholic faith. However, due to good teaching, they quickly begin to make progress, so that, by the end of foundation stage, most are working at expected levels.
- During the inspection, a very creative lesson was seen in the Reception classes about the calling of St Peter. The use of high-quality discussion and

drama enabled children to reflect upon scripture and apply it to their understanding of vocation. Foundation stage provides a comprehensive range of high-quality learning experiences that enable the children to enjoy and participate fully in their Religious Education.

- The majority of pupils meet diocesan expectations in Religious Education and some pupils work above expectations.
- A significant number of boys make good progress during the academic year. However, by the end of the summer term their progress is still slightly behind the girls. In addition, the number of boys reaching above diocesan expectations is lower than girls.
- The analysis of assessment data by senior leaders and teachers needs to be better used to inform future lesson planning. This is important for all groups, but specifically for boys, to help close the gap in their attainment and progress.
- Teachers have been very well developed by senior leaders to have good Religious Education subject knowledge. They plan together as year partners, which means that teaching is consistent across each year group. They all enjoy teaching Religious Education and they are excellent role models to pupils.
- The teaching of Religious Education is good overall with some outstanding elements. Senior leaders have accurately identified where and when teachers have needed support and these teachers have continually received professional development. This has helped to raise standards in teaching Religious Education.
- High-quality support from senior leaders means that all staff have excellent subject knowledge and good questioning skills, which enables age appropriate discussion in lessons. During the inspection, Year 6 teachers very skilfully enabled pupils to question what heaven was like and the differences between heaven and hell.
- Teaching assistants are used very effectively to support pupils with specific needs. This enables all pupils to learn and concentrate well.
- Most pupils approach their lessons with interest and enthusiasm. Pupils enjoy challenging activities and respond well to opportunities that extend their learning. Behaviour in lessons is good because most pupils enjoy Religious Education, so disruption in lessons is unusual.
- During the inspection, some good challenge and support for pupils of different abilities was seen in lessons. However, there was no evidence of any adaptation of work for pupils in their books.
- During the inspection, Year 4 teachers used images and personal experiences of both pupils and staff in an inspirational way to teach pupils about how the Catholic Church is international.

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

- There has been a period of change within the leadership of Religious Education. The present leader has been in post for two years. She has been trained and continually supported by the headteacher.
- The governors are active and challenging in their oversight of the provision of Religious Education. They receive regular reports on progress and participate in monitoring activities.
- Parent questionnaires show that they are very happy that their children enjoy Religious Education. The school provides many opportunities for them to be involved in their child's learning.
- The quality of learning in Religious Education is monitored through planning scrutiny, book scrutiny, pupil interviews and lesson observations.

- The Religious Education curriculum meets all the *Bishops' Conference* requirements, including receiving the correct 10% of weekly taught curriculum time.

## COLLECTIVE WORSHIP

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

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

- Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing. As a result, experiences of Collective Worship are of a very high quality. Both the parish and school communities cherish these sacred celebrations.
- During the celebration of Mass and school assemblies, all pupils conduct themselves with extreme reverence and respect.
- The pupil faith ambassadors enthusiastically support and lead liturgies, assemblies and Masses.
- Class Masses and prayer services provide families with plenty of opportunities to share in their child's faith journey.
- Pupils know that they need to talk to God in their lives. They can confidently talk about what prayer means to them and about different types of prayer.
- All pupils have a good knowledge of a wide variety of traditional and contemporary approaches to prayer.
- Pupils participate enthusiastically in Collective Worship displaying reverence and respect. They contribute using their skills in a variety of ways as servers, readers, offertory bearers and IT technicians.
- Pupils readily take the initiative in leading worship; displaying confidence and enthusiasm. They are creative and resourceful in their planning of liturgy and want it to be the best it can be. Most other pupils are visibly uplifted by the worship opportunities created by their peers.
- Pupils from the school recently led a liturgy for the diocesan headteachers conference, which received many positive comments.
- During the inspection, pupils of all ages composed their own prayers and led Collective Worship with confidence.
- Staff have been very well trained to enable pupils to pray in a variety of prayer styles.
- Beautiful singing and signing are a key element of Collective Worship. All pupils participate and sometimes pupils use dance and drama to reflect upon the scriptures.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical season and the Church's mission in education.
- The parish priest is actively involved in the school and the pupils and staff have a great working relationship.



- The faith ambassadors frequently monitor prayer areas throughout the school to ensure that they have the correct colours and displays to match the Church's year. Consequently, pupils have a good understanding of the liturgical year.

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

- The school leaders treat their responsibility to lead and model best practice in Collective Worship with very great importance. The headteacher regularly leads acts of Collective Worship.
- Governors are dedicated and highly committed to promoting Collective Worship. They frequently attend acts of worship and participate in its evaluation.
- Parents regularly evaluate Collective Worship through questionnaires. Their evaluations are very positive and show that they strongly agree that prayer and liturgy are central in the life of the school.
- The planning of Masses and liturgies is very well organized. Collective Worship is carefully planned to support the virtues promoted through the Catholic Schools' Pupil Profile.
- It is continually evaluated by the senior leadership team, teachers and governors. As a result, pupils are being trained to lead prayer and liturgies to support the virtues that are the focus for the current half term.
- Regular evaluation of school Masses, assemblies and child-led prayer are completed by the Religious Education leader and the headteacher.
- Pupils are also given opportunities to give their views about Collective Worship. These evaluations are used to help improve liturgies. As a result, pupils are being trained to lead prayer and liturgies to support the focus virtues for the current half term.

### **SCHOOL DETAILS**

Unique reference number	103447
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	4-11
Gender of pupils	Mixed
Number of pupils on roll	401
Appropriate authority	The governing body
Chair	Mr Kevin Connolly
Headteacher	Joanne Kennett
Telephone number	0121 464 1730
Website address	<a href="http://www.stedward.bham.sch.uk">http://www.stedward.bham.sch.uk</a>
Email address	enquiry@stedward.bham.sch.uk
Date of previous inspection	17 <sup>th</sup> June 2014

## **INFORMATION ABOUT THIS SCHOOL**

- St Edward's is a two-form entry Catholic primary school serving the parish of St Edward's Catholic Church, Selly Park, Birmingham.
- The percentage of Catholic pupils is currently 55%.
- The percentage of disadvantaged pupils is above the national average.
- The percentage of pupils with special educational needs and/or disabilities is above the national average.
- The percentage of pupils from minority ethnic origins is above the national average.
- The percentage of pupils with English as an additional language is above the national average.
- Attainment on entry is well below the national average.
- Since the last inspection, a new headteacher and Religious Education subject leader have been appointed

## **INFORMATION ABOUT THE INSPECTION**

- The inspection was carried out by two Diocesan Inspectors Rose Brookes and Veronica Gosling.
- 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 fourteen 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 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, the Religious Education subject leader and the parish priest.
- The inspectors attended a whole school Mass and class and whole school Collective Worship. They 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 Religious Education action plan, teachers' planning and learning journals.