



# Archdiocese of Birmingham

## Section 48 Inspection Report

### **ST MODWEN'S CATHOLIC PRIMARY SCHOOL**

Tutbury Road, Burton upon Trent, DE13 0AJ

Inspection dates: 12<sup>th</sup> & 13<sup>th</sup> February 2018

Lead Inspector: Mr M Tipping

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**OVERALL EFFECTIVENESS:** **Outstanding**

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 an outstanding Catholic school because:

- At St Modwen's Catholic Primary School the Catholic Life and Collective Worship are outstanding.
- Religious Education is good and rapidly improving to outstanding.
- Leadership at all levels is outstanding.
- The quality of formal monitoring, its evaluation and impact on provision for Catholic Life, Religious Education and Collective Worship is outstanding.
- Systems of mentoring and coaching to improve the quality of teaching in Religious Education are very effective.
- Chaplaincy provision is highly effective in supporting the whole community.
- The governing body is skilful in providing strategic direction, supporting the headteacher in her vocation to lead this Catholic school.
- The joint Religious Education subject leaders are very knowledgeable and share their personal faith and expertise with the staff and pupils.
- Collective Worship is integral to the life of the school. Pupils are encouraged to lead Collective Worship at all levels with adult support and the Wednesday Word Team are particularly active in leading prayer with other pupils.
- Since the last inspection, there has been a notable investment of leadership time to ensure that monitoring of Catholic Life, Religious Education and Collective Worship is robust and effective.

## FULL REPORT

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

Secure outstanding Religious Education teaching, learning and assessment across the school through:

- Continued targeted support for teachers, as required, when identified by internal monitoring or teacher request.
- Consistent high-quality teacher feedback to pupils across all classes.

### 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.

- The school's mission statement Together we Achieve, Together we Believe, Together we Care, reflects the school community's united love of Christ and his teachings. Pupils confidently articulate what the mission means to them in their daily lives.
- The Catholic nature of the school is obvious immediately as you enter school. Throughout the school, there are dedicated prayer areas, such as Prayers Under the Stairs and displays which encourage pupils to reflect and pray.
- Pupil prayer is often led by the pupil Wednesday Word team who take their chaplaincy role very seriously; they are particularly active in leading prayer with other pupils and can regularly be seen leading Prayers Under the Stairs.
- Pupils are taught that everyone is equally important, whether Catholic or not. This reflects the school's priority to promote the dignity of each pupil. One pupil said that, "This is right, as we are all made in God's image." Consequently, the school provides excellent opportunities for learning, development, growth and achievement of each pupil.
- Pupils are encouraged to be reflective and enquiring. They are encouraged to respond to questions which deepen an awareness of God's presence in their lives. For example, in the whole school assembly, they were encouraged to consider how they could help support asylum seekers who attend St Chad's Sanctuary.
- Pupils are interested in the religious life of others. This is developed through both the curriculum and Catholic Life of the school. Each year group has a world religion, which they focus on throughout the year. One pupil said, "We learn about other religions. This is important, so you can know about other people and how they live their lives, so you can respect them."
- Pupils have a good understanding of key stories and events in the *Bible*, the Liturgical Year and traditional prayers.
- Charitable work plays an important part in the Catholic life of the school. Throughout the year, pupils are involved in selecting some of the charities which the school

support, such as Pudsey Day, where the Year 6 pupils planned and ran stalls to raise money for Children in Need. Other charities that benefit from the charitable outreach work of the school include Mary's Meals, CAFOD, and the Good Shepherd Appeal.

- The Catholic Schools' Pupil Profile is prominent in the school. Its implementation has been successfully undertaken by all staff. Pupils' response to each pair of virtues is supported through carefully planned discussions in assembly, class and Mass. This has contributed to the exemplary behaviour of pupils, which reflects the Catholic mission of the school.
- There has been a whole school focus on vocation. The parish priest has helped staff understand the fullness of vocations, linked to the Catholic Schools' Pupil Profile. The focus has been to prepare the pupils to become more like Jesus, thinking not only about, 'What do you want to be?' but also, 'What does God want you to be?' Pupils are then able to talk confidently about the roles they have in school and the vocation they may have in life.
- The parish priest is very supportive of the school community. He is especially positive about the Catholic Life and Collective Worship of the school. He has regular contact with the school, which includes termly school liturgy preparation meetings with the senior leaders. He views Collective Worship, pupil voice, parental support and positive relationships between school leaders and staff as strengths of the school.
- All staff are fully supportive of the mission of the school. There is a tangible sense of shared mission which is strongly led by the headteacher. This is reflected in the way adults' treat each other and pupils.
- Regular retreats help staff to fully appreciate the importance of prayer in the life of the school. The parish clergy very ably supports this. As a result, the prayer life of the school is vibrant.
- Leaders support the pastoral work of the school very well and ensure that the school nurtures its most vulnerable pupils. Projects, such as HOPE, help raise the self-esteem of pupils in crisis, giving them courage to take part and achieve.
- The school's behaviour policy is rooted in forgiveness and compassion. This is clearly seen in the pupils' excellent behaviour in lessons, around school and in the playground. Pupils treat each other and adults with great respect.
- Sacramental preparation is central to the Catholic Life of the school. Regular parents' meetings and input from school and parish Masses show that there is a strong collaboration between the school and the parish clergy. Contact with the school has also led to a good number of parents becoming Catholics.

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

- The headteacher, leadership team and governors are deeply committed to the mission of the Church and provide a vibrant curriculum which develops the spiritual, moral and vocational life of the pupils.
- The parish priest provides both challenge and support to the headteacher. He works with his governor colleagues, the senior leaders of the school and staff to continually evaluate and improve provision in Catholic Life, Religious Education and Collective Worship.
- Monitoring of Catholic Life is thorough, well planned and evaluative. Areas identified for improvement during monitoring become priorities in the school development plan. For example, the provision of a spiritual garden was identified as a need for the school and wider community. Work on this garden has now begun.
- The governors and leaders of the school meet termly to evaluate Catholic Life, Religious Education and Collective Worship. During these meetings, the monitoring cycle is discussed and strengths and areas for development are noted. Follow up

actions are then identified to focus on during the next term. This enables the leaders of the school to quickly deal with issues as they arise.

- The programme of training used by school leaders, to support teachers new to Catholic education, is very effective and has led to increased staff confidence.
- Evaluations from parental questionnaires show that parental support for the school is strong. The link between home, school and parish is demonstrated by the large numbers of pupils and families who regularly attend the parish Sunday Masses. On the day before the inspection, the parish Listening Masses welcomed seventy families and fifty altar servers into the church.

## RELIGIOUS EDUCATION

The quality of Religious Education.	<b>Good</b>
How well pupils achieve and enjoy their learning in Religious Education.	Outstanding
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.**

- From low starting points, pupils across all phases in school achieve very well. By the time they leave Year 6, the vast majority of pupils meet or exceed the expected outcomes in Religious Education.
- Good progress is made in each phase of school. Pupils' knowledge of the Faith and their skills in Religious Education grow year on year. Their reflections on the spiritual aspects of faith become increasingly sophisticated.
- Pupils make progress because of the good subject knowledge of staff. Where there is underachievement it is identified and included in subject leader action plans. There is clear evidence that outcomes for pupils are very strong and continue to rise.
- Pupils enjoy their Religious Education lessons and have a good attitude to learning. During discussions with inspectors, pupils showed pride in being able to express their own faith and were able to listen with respect to others.
- Pupils are very interested in their lessons and contribute enthusiastically. They have a good understanding of their prior learning and are able to explain it thoughtfully.
- Teaching regularly includes opportunities which encourage discussion and group work. As a result, pupils can collaborate well with other pupils and are also able to work independently.
- The quality of teaching, learning and assessment in Religious Education is good and is rapidly improving to outstanding.
- All teaching of Religious Education is consistently good, and some teaching is outstanding. In the best lessons observed by inspectors, there was good pace, challenge and high expectations of pupils. Other adults in the classroom also effectively help pupils to learn.
- Although the quality of work is consistently good across the school, it is stronger in upper key stage 2. Leaders should ensure that the school's best practice in giving feedback to pupils is consistent across classes; this would enable all pupils to improve their responses to questions of greater depth and meaning.

- Where teachers are relatively new to teaching Religious Education, the leaders of the school have ensured a structured approach to professional development. Systems of mentoring and coaching to improve the quality of teaching in Religious Education are very effective. Consequently, the quality of teaching in these classrooms is rapidly improving.
- Class teachers are ably supported by the leaders of the school and by the parish priest to ensure that their knowledge and understanding of the Religious Education curriculum is secure. Teachers feel that leaders not only trust them, but also support and develop them well to ensure pupils are confident in their knowledge about the Faith.
- Generally, the range and amount of recorded work is appropriate. Occasionally, some lessons are not shown in books, as the work had been completed in creative ways, such as drama. To monitor the teaching of Religious Education, it would be helpful to record these lessons in some way.
- Lessons are well planned and use the diocesan planning format. Planning is adapted to suit pupil abilities and identifies clear links to the school's spiritual, moral, vocational, social and cultural curriculum.
- Where challenge is evident, it is often through very good teacher questioning and feedback. However, differentiated activities for pupils are less evident.

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

- Currently, both the headteacher and deputy headteacher are sharing the role of Religious Education subject leader. Governors see this as a temporary situation. They have a strategic plan to appoint a permanent Religious Education subject leader, in the near future.
- Following the recent retirement of the specialist Religious Education teacher, leaders of the school decided that all class teachers would teach Religious Education. The impact of this new arrangement is being monitored and evaluated carefully to make sure that the standard of teaching in Religious Education remains high.
- The leaders of the school provide a very good Religious Education curriculum which is instrumental in developing the spiritual, moral and vocational life of the pupils. Senior staff are focused on integrating Personal Social and Health Education, and Relationships and Sex Education into the whole school curriculum. This is currently being implemented and has resulted in clearer guidelines and progression for staff and pupils, who are able to speak confidently about relationships in a wider context.
- All leaders are involved in the systematic and planned monitoring of Religious Education. Governors take part in monitoring activities, which they discuss regularly at governors' meetings. In this way, they hold the leaders of the school to account and have a very good understanding of the strengths and areas for development in Religious Education.
- There is a wide range of planned monitoring activities throughout the year which are clearly documented and well organised by the Religious Education subject leaders. Any areas for development become priorities in the school development plan. For example, teacher confidence to teach Religious Education was identified as an area of development for some staff. As a result, a programme of support has been implemented, including performance management targets, for those staff. This has resulted in increased teacher confidence in both subject knowledge and involvement in planned class liturgies.
- The governors are very knowledgeable about Religious Education in the school. They have a firm oversight of Religious Education and a keen awareness of standards. They provide strong challenge to the headteacher and senior team. Governors use a range

of strategies to monitor Religious Education, including: presentations from staff; detailed headteacher report; regular meetings with the Religious Education link governor and regular visits to the school.

- All staff have a performance management target linked to provision for Religious Education. This is a developmental target which enables them to improve teaching in their classroom.

## 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.

- Pupils enter the hall reverently for Mass and whole school assemblies, showing exemplary behaviour. They read confidently and operate presentations successfully so that other pupils join in responses and sing with enthusiasm.
- Pupils are always highly reverent and engaged during assembly and liturgy. They are exposed to and have knowledge of a variety of prayer experiences.
- Pupils are familiar with prayer being led by a variety of adults. They are increasingly involved in planning and delivering liturgies in a variety of contexts such as, Wednesday Word assemblies, class liturgies, Prayers Under the Stairs and as part of whole school gatherings.
- Pupils in Year 5 are part of a chaplaincy group - the Wednesday Word team. They plan, deliver and evaluate (with support from the deputy headteacher) Collective Worship opportunities for the Wednesday Word assemblies. As a result, the pupils are confident in presenting and sharing their faith through prayer.
- The Wednesday Word team liturgies are placed in key prayer areas around school, so that other pupils have the opportunity to use them in small groups and private prayer.
- Pupil questionnaires show that pupils enjoy taking part in liturgies and acts of Collective Worship. They are regularly chosen to help plan and deliver Collective Worship. When asked when they can take part in prayer, one pupil responded, "Whenever you want, everywhere!"
- Outstanding Collective Worship is central to the personal growth of every member of the school community.
- Mass is celebrated in the school hall every Friday and this is often attended by members of the governing body, who feel their own faith is strengthened by joining the pupils in worship. The prayer life of the school is further strengthened by pupils attending the parish church at the weekend. As a result, the pupils approach the celebration of Mass with reverence and commitment. In turn, the programme of sacramental preparation is strong and Mass attendance for families is very good.
- The headteacher leads a Gospel themed assembly each week. In addition, the Wednesday Word assembly is led by the deputy headteacher and other staff. These

assemblies reflect on aspects of the liturgical year, explore themes of deeper meaning and promote the virtues found in the Catholic Schools' Pupil Profile.

- The headteacher witnesses her personal faith to the school community. During a whole school assembly, pupils learnt that she had visited St Chad's Sanctuary. This personal act of witness enabled the headteacher to demonstrate her faith in action and to invite the pupils to support the sanctuary through acts of charity.
- Acts of Collective Worship in class follow the gather, listen, respond, go forth model. Liturgy planners are used to great effect and this ensures a consistent quality of provision for Collective Worship across school. In the best of these class acts, inspirational music is used to enhance the spiritual nature of the worship.

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

- Governors are very proud of the development of Collective Worship since the last inspection report. There has been a notable investment of leadership time to ensure that monitoring of Collective Worship is robust and effective.
- There is planned and regular monitoring of Collective Worship, which includes pupils' evaluations of staff delivery such as the headteacher's whole school assemblies and the Wednesday Word assemblies. This formalised process of monitoring and evaluation supports both staff and pupils in preparing acts of Collective Worship.
- Collective Worship is integral to the life of the school. Pupils are encouraged to lead Collective Worship at all levels, with adult support, and the Wednesday Word team are particularly active in leading prayer with other pupils.
- Pupils are involved at every stage of monitoring Collective Worship, including suggesting recommendations and further actions to improve provision.

## SCHOOL DETAILS

Unique reference number	124326
Local authority	Staffordshire
<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	372
Appropriate authority	The governing body
Chair	Mr G Gough
Headteacher	Ms Miranda Gibbs
Telephone number	01283 247560
Website address	<a href="http://www.st-modwens.staffs.sch.uk">www.st-modwens.staffs.sch.uk</a>
Email address	<a href="mailto:office@st-modwens.staffs.sch.uk">office@st-modwens.staffs.sch.uk</a>
Date of previous inspection	26 <sup>th</sup> – 27 <sup>th</sup> February 2013

## **INFORMATION ABOUT THIS SCHOOL**

- The school is a larger than average primary school and serves the parish of SS Mary and Modwen in Burton-Upon-Trent, Staffordshire.
- The percentage of Catholic pupils is currently 76%.
- The percentage of disadvantaged pupils is below the national average.
- The percentage of pupils with special educational needs or disabilities is broadly in line with the national average.
- The percentage of pupils from minority ethnic origins is significantly above the national average.
- The percentage of pupils with English as an additional language is significantly above the national average.
- Attainment on entry is below national expectations.
- Since the last inspection the school has appointed a new headteacher and senior team. The Religious Education subject leader, who taught Religious Education across school, has recently retired. This role is currently being shared by the headteacher and the deputy headteacher.

## **INFORMATION ABOUT THE INSPECTION**

- The inspection was carried out by two Diocesan Inspectors – Malcolm Tipping and Paul Nutt.
- 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 six 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 governors, the parish priest, the headteacher, the Religious Education subject leads, senior leaders, class teachers and the higher-level teaching assistant responsible for HOPE.
- The inspectors attended a whole school Mass and assembly, five class acts of 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 Religious Education action plan, teachers' planning and pupils' work.