



Archdiocese of Birmingham

Section 48 Inspection Report

St Elizabeth's Catholic Primary School

St Elizabeth Road, Foleshill, Coventry CV6 5BX

Inspection dates:

22nd & 23rd March 2018

Lead Inspector:

Maureen O'Leary

OVERALL EFFECTIVENESS:

Good

Catholic Life:

Good

Religious Education:

Good

Collective Worship:

Good

Overall effectiveness at previous inspection:

Requires Improvement

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a good Catholic school because:

- The leaders, governors and staff of the school are deeply committed to the school's mission in Catholic education. They have worked successfully to meet all the recommendations made at the previous inspection.
- The pupils highly value the Catholic mission of the school and this is reflected in the way they behave and treat others.
- Teaching in Religious Education is well planned and constantly enables pupils to apply their learning to their own lives.
- Pupils enjoy Religious Education and make good progress.
- Religious Education is seen as a priority by leaders and is very effectively led by the subject leader.
- The school day, week and year is built on a foundation of prayer and worship.
- Pupils are eager to take part in Collective Worship and are deeply reverent.
- The school and the local parish work very well together.

It is not yet outstanding because:

- More opportunities could be used in the whole curriculum to develop pupils spiritually and morally.
- The school's self-evaluation of Catholic Life is not yet rigorous enough.
- Pupils' thinking in Religious Education is not consistently challenged across the whole school.
- All pupils do not have regular opportunities to lead Collective Worship.
- Too few parents and carers attend Collective Worship opportunities.

FULL REPORT

What does the school need to do to improve further?

- Increase the opportunities in the whole curriculum to support the spiritual and moral development of pupils.
- Ensure that the monitoring of Catholic Life is strategically planned, rigorous and informs improvement planning.
- Embed the use of philosophy across the school to challenge and improve pupils' thinking in Religious Education.
- Increase the opportunities for pupils to plan and lead Collective Worship.
- Engage parents and carers more effectively in Collective Worship.

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.	Outstanding
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.	Good

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.

- Pupils have a very good knowledge of their school patron, St Elizabeth of Hungary, and of their school mission statement, *"Unlocking our potential, Achieving our best, Revealing who God wants us to be."*
- Pupils' understanding of the *Catholic School's Pupils Profile (CSPP)* helps them to explain how they should live and treat others. Their thoughts and actions are informed by the CSPP, their school patron and mission. As a result, pupils' behaviour towards each other and towards adults is excellent.
- Pupils have a sense of standing up for what is right and of helping others. Inspired by people such as Oscar Romero, they know that following Gospel values can sometimes be hard and that others may oppose them.
- The school supports several charities, such as CAFOD and the Good Shepherd Appeal. This support follows the guidance of the school's charities policy, which is written in line with the moral and social teaching of the Church. Fundraising for these charities often involves prayer partner classes working together. Pupils understand that, by living the virtues of being grateful and generous, God calls them to serve and help others.
- Staff are deeply committed to the Catholic Life of the school. Their excellent teamwork and desire to continually develop all aspects of school life has led to real improvements since the last inspection.
- The recently appointed headteacher has significantly led the development of the school environment so that it strongly reflects the Catholic Life of the school. A number of prayer areas are spread throughout the school; pupils regularly stop, kneel and pray at them, and staff have the benefit of a meaningful prayer focus in the staffroom.
- Through the provision of whole school events, displays and teaching in Religious Education, the pupils understanding of vocation is well developed. A recent

vocations day, attended by a seminarian, the parish priest and parish sisters engaged all pupils. As a result, pupils understand that God is calling them to be holy and that they need to discern their vocation.

- The chaplaincy team, involving pupils in Years 5 & 6, are very active in school. They are responsible for maintaining the many prayer areas around school. They also take time to answer any questions left by pupils at these areas. At playtime, dressed in their bright yellow bibs, they act as faith ambassadors. In this role they offer fellowship to their fellow pupils. They are keen to expand their role and plan to establish a Mini Vinnies, to have Bible sharing sessions with key stage 1 pupils and to lead prayer services.
- The school works closely with the local parish, whose church is next door to the school. A significant number of pupils act as altar servers and readers at weekend Masses. Some pupils and their families, as well as most staff, regularly attend parish family Masses. This contribution to parish life is valued by the community.
- The school and parish work collaboratively to prepare pupils for the sacraments. The parish priest celebrates the Sacrament of Reconciliation during Advent, Lent, and before the Sacraments of First Holy Communion and Confirmation.
- The parish priest and sisters are welcome visitors to the school and offer great support to the Catholic Life of the school. This is much appreciated by pupils and staff.
- St Elizabeth's School has also developed a strong link with another local Catholic school, Christ the King. This is supporting several aspects of Catholic Life such as the chaplaincy team and multi-cultural work. Pupils have visited Christ the King to share their knowledge of Christmas around the world and Christ the King pupils have visited to share their knowledge of St Patrick.
- The school choir use their talents to serve others and visit the elderly in the local community.
- The Religious Education subject leader runs a lunchtime philosophy club for key stage 2 pupils. During the inspection, inspectors attended a philosophical discussion about the entrance of Jesus into Jerusalem. Pupils had a very high-level thinking discussion which was both engaging and highly challenging. The subject leader's ability to facilitate and guide this group was inspirational.
- The school has developed a highly effective and active inclusion team. Inspired by the Catholic values of the school, they help families and pupils in times of need. They also provide a huge variety of support and advice to all families in areas such as healthy cooking, finance, parenting and safeguarding. In their work they truly support the school's mission to unlock the potential of pupils, and to reveal who God wants them to be.
- Some pupils have been involved in evaluating the Catholic Life of the school. However, this needs to be expanded so that more pupils can have a part in planning improvements.
- Pupils are taught about relationship and sex education following the teachings of the Church through the All that I Am programme.

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

- The school leaders, led by the newly appointed headteacher, are enthusiastic about developing the Catholic Life of the school. The school website celebrates the Catholic mission of the school. They have ensured that Catholic Life remains a key priority for whole school development.
- The governors visit the school regularly and the Catholic Life link governor attends school formally once a term. The headteacher provides the whole governing body

with a report about Catholic Life each term. Consequently, the governors have a good understanding of the Catholic Life of the school and know the areas that need further development.

- The school's self-evaluation of Catholic Life is developing rapidly. A general audit of Catholic Life has been carried out by the headteacher and the Religious Education subject leader. The Religious Education subject leader produces a detailed termly update that accurately evaluates key actions and their impact. This monitoring and evaluation needs to inform a current and on-going self-evaluation form.
- Although staff, parents and pupils have been involved in some aspects of monitoring, this now needs to become more regular. Monitoring should be focused on areas that have been identified as needing development.
- Although there are opportunities in the curriculum to support the spiritual and moral development of pupils, these could be planned more systematically by leaders. Pupils understanding of justice and peace in the light of Catholic social teaching could be made more explicit.
- School leaders have ensured that the pastoral support of pupils and outreach to parents has received enough funding and support. The headteacher attends the weekly inclusion team review meeting. As a result, he is highly aware of pupils' pastoral needs.
- School leaders and governors have made effective use of diocesan training to support the Catholic Life of the school. They actively engage with all diocesan policies and initiatives.

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.	Outstanding

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

- Staff make good use of the diocesan scheme of work to plan lessons that are engaging and interesting. Teachers provide a variety of tasks for pupils to complete during lessons. These can include philosophical debate, extended writing, art and drama. As a result, pupils enjoy Religious Education and are keen to work hard.
- Teachers' marking of pupils' work is consistent with school policy and regularly poses reflective questions. Pupils' response to these questions shows good examples of pupils applying their learning from Religious Education to their own lives.
- The use of teachers' effective highlighting of pupils' work means that pupils know what they have done well and how they can improve their work further.
- Good use has been made of the diocesan thinking skills resources. Staff use these regularly to lead pupils in higher level thinking.
- The use of philosophical thinking is extremely effective in some classes, allowing pupils to have deep and meaningful discussions. This now needs to be increased throughout the school.

- In response to training, most staff use questioning during lessons to challenge and develop pupils' thinking. As a result, pupils are able to link their learning effectively to how they should live their own lives.
- Teachers are increasingly planning lessons that match pupils' needs effectively. The ability to provide pupils with tasks that develop their understanding and skills rightly remains a focus for staff training.
- Pupils can work both collaboratively and independently, and their behaviour in lessons is very good.
- Pupils enter the school with low levels of understanding in Religious Education. They make steady progress in the early years, but this becomes more rapid as they enter key stage 1 and 2.
- At the end of early years, the majority of pupils' knowledge and skills in Religious Education meet diocesan expectations. However, a very significant minority do not. By the end of key stage 1, a very large majority meet diocesan expectation. This level of attainment has continued to improve over the last two years. Pupils' attainment at the end of key stage 2 is very good, where a large majority of pupils are exceeding diocesan expectations.
- Pupils have a good awareness of other faiths through whole school focus weeks, teaching in Religious Education lessons and through visits to places of worship. They understand the importance of showing respect to people of other faiths.

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

- Leaders have ensured that the Religious Education curriculum meets the requirements of the Bishops' Conference.
- The appointment of a highly effective Religious Education subject leader, since the last inspection, has led to rapid improvements in teaching. She is a valued member of the school team and has recently been appointed to senior leadership.
- Leaders have very high expectations of staff engagement and pupil outcomes. Staff are very aware of the non-negotiables in Religious Education.
- Staff have responded very well to all professional development offered by school leaders. Staff training has been comprehensive. Informed by rigorous monitoring, it has been planned to meet the needs of individual teachers. Staff have been grateful for whole staff and 1:1 support. They have worked consistently and tirelessly to improve both teaching and learning.
- The school's system of assessment in Religious Education is rigorous and effective. The Religious Education subject leader conducts a thorough analysis of assessment data which is shared with staff, senior leaders, and the link governor. This clearly informs teachers' planning and future improvement planning.
- The Catholic Life link governor, who is also the chair of governors, meets termly with the Religious Education subject leader to review monitoring. She has a very good understanding of the standards in Religious Education and can identify key areas that need developing. This information is discussed with the whole governing body.
- Governors value the impact that the Religious Education subject leader and the newly appointed headteacher have had on raising standards in teaching and learning.

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.	Good

How well pupils respond to and participate in the school's Collective Worship.

The quality of Collective Worship provided by the school.

- Prayer is central to the life of the school. It is part of the school's daily class and community life. All pupils and staff value the many opportunities for prayer.
- Staff briefings and meetings start with meaningful prayer. This enables staff to reflect on their personal spiritual formation and on their work within school.
- The themes of worship reflect the Church's liturgical year, seasons and feasts. For example, the recent feast day of St Patrick was celebrated with pupils from Christ the King Catholic Primary School and during the inspection, the stations of the cross were the focus for worship for the whole school.
- This term, assemblies have been planned to promote the mission of the school. They help pupils to think about their school mission and how they can make it a reality in their own lives.
- The chaplaincy team increasingly support the prayer life of the school. In their role as faith ambassadors they provide opportunities for pupils to write prayers at playtime. These prayers are then displayed on a prayer tree in school. On Fridays, the team go out in pairs to lead the Angelus in each class. They have enthusiastically discussed with their faith mentor how to increase their role in leading prayer further.
- Pupils responses during Mass are confident and whole-hearted. Adults in school and in the parish prepare pupils well to read at Mass and to act as assured altar servers.
- All forms of Collective Worship, but especially Mass, are greatly enhanced by pupils singing. Whole school singing and in particular the choir have been ably led by the Year 6 teacher.
- Pupils sometimes have opportunities to pray with their prayer buddies in other classes.
- The school is now actively seeking ways to enable all pupils to plan and lead Collective Worship more often.
- The school offers some opportunities for parents and carers to attend Collective Worship in school. The school and parish are rightly keen to increase the attendance of adults at these times of prayer.

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

- Leaders of the school are able to plan and deliver very good Collective Worship, using resources and artefacts well. Leaders take great consideration to create the right environment for meaningful Collective Worship.
- Reflecting the Church's liturgical year, seasons and feasts, Collective Worship is planned to engage and interest all pupils.

- Leaders have planned Collective Worship so that it regularly provides pupils with moments of stillness and reflection. From the very youngest pupils, they respond very well to these quiet moments.
- Staff have received training about delivering quality Collective Worship. Expectations of behaviour during collective Worship have been shared and staff have implemented them successfully.
- Leaders have recently encouraged and trained staff to lead mission assemblies.
- Staff would now benefit from additional training about supporting pupils to plan and lead Collective Worship.
- Although Collective Worship has been reviewed, this now needs to become a more regular event in the monitoring and evaluation cycle of the school.

SCHOOL DETAILS

Unique reference number	103710
Local authority	Coventry
<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
Gender of pupils	Mixed
Number of pupils on roll	235
Appropriate authority	The governing body
Chair	Ann Harkin
Headteacher	Michael Doyle
Telephone number	02476 687527
Website address	www.st-elizabeths.coventry.sch.uk
Email address	m.doyle@st-elizabeths.coventry.sch.uk
Date of previous inspection	18 th March 2015

INFORMATION ABOUT THIS SCHOOL

- St Elizabeth's is one of two primary schools in the parish of St Elizabeth's, in the Foleshill area of Coventry. The school is situated in an area of high social deprivation.
- The percentage of Catholic pupils is currently 57%.
- The percentage of disadvantaged pupils is significantly above 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 higher than the national average.
- The percentage of pupils with English as an additional language is significantly higher than the national average.
- Attainment on entry is below age related expectations.
- 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 - Maureen O'Leary and Stephen Godber.
- 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 RE lessons to evaluate the quality of teaching, learning and assessment. One lesson observation was conducted jointly with the headteacher.
- 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 a group of governors, including the Catholic Life link governor and chair of governors, the headteacher, the Religious Education subject leader, the chaplaincy team, the inclusion team and the parish priest.
- The inspector attended a whole school Mass, a whole school Stations of the Cross liturgy, the lunchtime philosophy club 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 inspector 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.