



Archdiocese of Birmingham

Section 48 Inspection Report

ST EDWARDS CATHOLIC PRIMARY AND NURSERY SCHOOL

Part of the Our Lady and All Saints Catholic Multi Academy Company
Packington Lane, Coleshill, Warwickshire, B46 3JE

Inspection dates: 25-26 November 2021
Lead Inspector: Veronica Gosling

OVERALL EFFECTIVENESS: **Good**

Catholic Life: Good

Religious Education: Good

Collective Worship: Good

Overall effectiveness at previous inspection: *Good*

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- School leaders and governors promote the Catholic Life of the school, which is evident on walking around the school as the environment proclaims the school's mission and promotes the Catholic faith.
- The pastoral care of the pupils in the school, led by the headteacher's belief that all children are made in the image and likeness of God, is a priority of all staff who work in the school. As a consequence, pupils say that their differences are embraced, individuality is celebrated and they feel safe and cared for at school.
- Teachers plan lessons that support and extend pupils with special educational needs or disabilities (SEND), allowing opportunities for them to make good progress which is supported by effective resources.
- The pupils lead on Collective Worship to enhance their faith.

It is not yet Outstanding because:

- Widespread approaches to task setting in Religious Education limit the opportunities of many of the pupils to explore deeper thinking by writing at length.
- Higher expectations surrounding the planning of higher order challenging activities is needed to enable greater progress for all pupils.
- Develop a range of strategies to enhance learning opportunities through dance, art, drama and thinking skills to form the foundation to develop higher order learning outcomes.

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

- Allow opportunities for pupils to write at length so that they can show a deeper understanding of religion, enabling them to attain higher levels of achievement.
- Plan and deliver more higher order challenging activities to enable greater progress to be made for all pupils.
- Develop a range of strategies to enhance learning opportunities through dance, art, drama, and thinking skills.

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	Good

CL1 The extent to which pupils contribute to and benefit from the Catholic Life of the school

- "We carry the light of Christ as we love, live, learn and look after each other" is the mission statement of the school which is lived out by the staff and pupils. The impact of the mission statement can be seen in the way pupils and staff treat each other daily around school.
- Liturgy leaders from all classes are actively involved, working with senior leaders to evaluate the school's mission statement as evidenced in their books.
- Some pupils can talk about their school and class saint but cannot always explain the relevance to their daily lives.
- Pupils' behaviour is exemplary with pupils showing care and consideration for each other which was seen during the inspection in the Year 6 and Reception assembly. The Year 6 pupils supported children in Reception by extending their faith through questioning. This approach now needs to be developed and become embedded in the regular practice of the wider school community.
- All pupils accept the responsibilities of living within a Catholic school community. and, as a result, are involved in many activities which promote the Catholic Life and mission of the school and the wider community. There is a powerful sense among many pupils of respect for themselves and for others as made in the image and likeness of God.
- Pupils speak highly of the parish priest who is an ambassador to the school, strengthening community, parish and school links. He regularly visits school to nurture their faith through a variety of activities which includes drama and role play through teddies. Pupils enjoy listening to the Gospel readings because Fr Kevin explains the meaning using language that is inclusive.
- The school has a very nurturing approach which provides for each child's personal support and spiritual, moral and ethical development. The school is described by parents and pupils as being "an extended family". As a result, pupils are kind, thoughtful, honest and articulate and have a genuine sense of growing closer to God through the life of the community.

- Relationships, sex, and health education is taught using the TenTen programme. Pupils speak enthusiastically about the lessons and their books show the high-quality work they produce because of their lessons. The impact of the programme, which is just beginning to become embedded, shows their confidence and understanding to talk about developing loving relationships within a Catholic context.
- Pupils have had the opportunity to attend retreats and residential trips which has enhanced their understanding of their faith.
- Vocations have been discussed in school with visits from Oscott College. This aspect of pupils' education needs to continue to be developed throughout all year groups so that their understanding becomes firmly embedded.

CL2 The quality of provision for the Catholic Life of the school

- Staff work together reinforcing the mission of the school which is a clear expression of the educational mission of the Church, which is reflected in the strong relationships within the school and its Catholic ethos.
- The school reflects its Catholic identity through very vibrant displays and religious artefacts which are used daily to enhance prayer and promote the Catholic faith. Pupils are beginning to monitor prayer areas around the school site, with guidance, to make them a main focal point. Stripped back, these will improve the quality of provision and firmly enhance the physical expression of the school's Catholic Life.
- Furthermore, the headteacher has a vision to enhance the exterior of the school to promote its Catholicity to the local community.
- There are purposeful opportunities to pray both inside and outside the school which evidences itself through the clear sense of community at all levels.
- Behaviour throughout the school is of a high standard because staff promote high standards of behaviour and are good, nurturing, and caring role models.
- Throughout the curriculum there is an emphasis on Catholic social teaching, particularly focussing on our common home. Pupils can articulate their understanding of key points of the Church's teaching in this area and subsequently treat each other with respect. Pupils use the Catholic values and virtues to help them in their daily life and to guide them in how they treat others; as a result, there are good opportunities for their moral and spiritual development.
- Staff have a heartfelt affection and appreciation of the school and all it stands for. As a result, the school has a high standard of pastoral care for its pupils which is evident in its day-to-day provision and through the breakfast and afterschool clubs.

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

- The headteacher and deputy have a clear drive and an ambitious vision which reflects the strength of the Catholic Life of the school.
- Policies are reviewed regularly with the mission statement being threaded throughout all documents.
- Governors take an active role by supporting the mission of the Church, monitoring and evaluating the Catholic Life of the school. It is evident that the governors challenge the staff but also work together to get the best outcomes for all pupils.
- Parents are encouraged to come into school and attend workshops which promote the faith. They speak confidently about the preparation for the sacraments both in school and the parish. Parents praise the school for its inclusivity and speak about how kind the teachers are and consequently, how their children love their school.

- All stakeholders (governors, teachers, parents, and pupils) are actively involved in school self-evaluation, which is regularly reviewed and monitored.

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	Good

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

- Pupils' progress is evident in the data provided by the school and through the discussions relevant leaders had with inspectors. This is reflected in the fact that pupils are religiously literate and can talk confidently about their learning in Religious Education.
- Pupils apply their learning to actions that promote social justice. Consequently, they can reflect spiritually and to think ethically and theologically about what they have learnt in Religious Education. Pupils are driven to raise funds and support charities that are close to their hearts; for example, a pupil raised funds to support care for premature babies and another collected scarves and hats for the homeless in the local community.
- Most pupils are actively engaged in the lessons and can answer questions confidently. They have an interest in the subject and enjoy the discussion. Consequently, their behaviour is exemplary.
- Teachers regularly use Reflective Pen Questions (RPQs) to extend and enhance the learning within the lessons, to which pupils reply consistently. Because of this, pupils from varied starting points make good progress.
- Whilst pupils are confidently answering RPQs, they are unaware of how their work in Religious Education can be improved. Teachers must ensure that pupils are empowered to continually improve the quality of their work through clear, personalised direction.
- Pupils with SEND are well supported in class by teaching assistants, or have their learning scaffolded by a range of resources. Consequently, they make good progress and are encouraged to talk about their learning.
- Pupils' written work requires challenge through extended writing and the use of a range of recording styles to further raise attainment. High standards of presentation need to continue to be developed and embedded across all classrooms.

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

- Teachers plan lessons using the diocesan strategy and follow its scheme of work, although this requires further monitoring to make sure that each unit of work is taught with appropriate coverage and depth.
- Teachers are developing their subject knowledge which in turn enhances the pupils' learning by enabling them to apply themselves well.

- Appropriate work is given to pupils, and those with SEND are clearly and effectively supported to access the curriculum.
- Teachers use paired discussion to enhance learning in the classroom. Because of this, pupils are engaged in their learning.
- Teachers do not routinely offer higher order work and challenging activities that deepen the learning of all pupils. Opportunities to do this must become part of the school's routine provision so that all pupils are inspired aim high and meet teachers' high expectations.
- RPQs are used effectively to develop pupils understanding of the lesson and deepen their reflection on the Faith.
- There is an excellent use of adult support in classrooms. They have good subject knowledge and move learning forward through questioning and the use of appropriate resources. Pupils with SEND are well catered for because of their work. Teaching Assistants work well as a team mirroring the teacher.
- Teachers are positive and motivated to encourage the pupils to achieve their best.
- Presentation in books is developing but needs to become securely embedded throughout the school with a high expectation set for all pupils in this area.
- Achievement and effort are celebrated leading to good levels of motivation from most pupils.
- Pupils have had opportunities to learn about other faiths and have used a variety of resources including virtual tours and speakers. The pupils told us that the headteacher "lets us embrace our differences and celebrate our uniqueness".

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

- Religious Education meets the requirements of the Bishop's Conference of England and Wales including the required amount of curriculum time.
- The subject has full parity with core subjects in terms of professional development, resourcing, and staffing. It is held in high esteem throughout the school, as evidenced by its displays, pupils' behaviour, and pupil voice activities.
- Governors visit school regularly and are part of the monitoring processes for Religious Education. The Governors have a wide range of skills that are appropriately used to develop the school. Monitoring of the curriculum is reported to governors regularly. Together they work as a team, challenging leaders as required. They recognise the need to embed the skills of teachers more deeply within the school.
- The headteacher and deputy are inspirational in driving the school forward. They have a clear vision to lead the school forward to gain the best outcomes for all pupils. They are passionate about the school being excellent role models for the pupils, staff, governors, parents and wider community living out their faith and mission statement.
- The subject leader is ably supported by senior leaders and together they have a vision to improve the quality of teaching and learning across the school. She is a good role model in terms of her faith, subject knowledge and support for the staff. Together with senior leaders, she must embed rigor to the monitoring and evaluation of lessons, planning and books to rapidly improve outcomes.

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

CW1 How well pupils respond to and participate in the school's Collective Worship

- Collective Worship engages all pupils through prayer, singing and reflective silence. They are respectful and reverent at all points within the act of worship.
- Pupils plan and lead Collective Worship. They are guided by their class teacher but work independently to deliver a message linked to their own interests. An example of this seen during the inspection was when Year 6 and Reception worked together to discuss the Parable of the Good Samaritan through drama and art and delivered a reverent instance of prayer.
- Pupils use a range of resources to enhance their experience of prayer and liturgy. The school is now developing the variety of prayer types used.
- Pupils have a good understanding of the Liturgical Year which is reflected in prayer services and through pupil voice activities. Pupils instigate Collective Worship independently and use their knowledge to deliver deep and meaningful prayer services.

CW2 The quality of Collective Worship provided by the school

- Collective Worship is at the heart of the school life and central to all it does. The school's physical environment reflects the prayers they use, in addition to inspirational quotes from Scripture, the saints and Pope Francis.
- Collective Worship has structure and clear purpose with pupils recognising the need to listen, respond and go forth to spread the Good News of Jesus Christ. Consequently, pupils are engaged well in prayer and liturgy.
- All members of the community are involved in Collective Worship as evidenced by Nursery pupils and parents attending an 'inspire workshop' based on Advent. Parents speak highly of the school, its staff and of their commitment to the faith journey their children are on; this is fuelled by instilling Catholic values and virtues. Inspire workshops are planned to link directly with the liturgical seasons and are successful in engaging the wider school community.
- Journey of faith books evidence Collective Worship, pupil prayers and celebrations of their own religion and other religious festivals.

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

- Leaders are secure in planning and delivering good quality Collective Worship. They support non-Catholic staff and Early Career Teachers to plan and deliver Collective Worship so that pupils across the school have a good experience of prayer. They access training led by the archdiocese at all levels and seek support when required.
- Leaders are quick to action any advice given by the school's Catholic education advisor, as such, leaders are confident that pupils at St Edward's are taking part in diocesan-wide initiatives as and when they are available.
- All additional requirements of the diocesan Bishop regarding Collective Worship are fully implemented.
- Leaders are prominent in the delivery of Collective Worship within the school and appropriate models of good practice for staff and pupils.
- Members of the senior leadership team are excellent role models in collective worship for both staff and pupils.

SCHOOL DETAILS

Unique reference number	148125
Local authority	Warwickshire
<i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the Education Act (2005)</i>	
Type of school	Primary
School category	Academy
Age range	2-11
Gender of pupils	Mixed
Number of pupils on roll	210, including 27 in Nursery
Appropriate authority	The board of directors
Chair	Paul Gray
Headteacher	Louise Flanagan
Telephone number	01675 463249
Website address	https://www.stedwardsrprimary.co.uk/
Email address	admin3503@welearn365.com
Date of previous inspection	17-18 March 2015

INFORMATION ABOUT THIS SCHOOL

- The school is of below average size for schools of its type. It has links with the local parishes of St Theresa and Sacred Heart.
- The percentage of Catholic pupils is currently 70.9%.
- The percentage of disadvantaged pupils is below the national average.
- The percentage of SEND pupils is below the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with EAL is below the national average.
- Attainment on entry is average.
- Since the last inspection, the school has been led by two headteachers, one of whom left following an extended period of absence. The current headteacher has been in post since September 2019. The school has also been served by a new

chair of governors and joined the Our Lady and All Saints Catholic Multi Academy Company in April 2021.

INFORMATION ABOUT THIS INSPECTION

- The inspection was carried out by two Diocesan Inspectors: Veronica Gosling and Debbie Enstone.
- 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 6 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 RE subject leader, the parish priest, and parents.
- The inspectors attended class and whole school 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 and learning journals.