



St Anne's Catholic Primary School

URN: 104241

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

09–10 October 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Compliance statement

- This school fully complies with the general norms for religious education laid down by the Bishops' Conference.
- This school is fully compliant with the additional requirements of His Grace.
- This school has fully addressed all previous areas for improvement.

What the school does well

- All who enter St Anne's Catholic Primary School embrace the mission statement. It is lived and witnessed throughout the school and parish community.
- There is an embedded culture of welcome, where everyone, including parents, is made to feel a part of the community.
- Pupils are religiously literate beyond their years and can articulate what they have learnt and need to do to improve in religious education.
- Staff feel well supported by all leaders and governors in their mission to teach within Catholic education.
- Leaders, including the parish priest, are highly effective in supporting staff and pupils to plan and lead prayerful experiences of liturgy, including the celebration of the Holy Eucharist.

What the school needs to improve

- Make explicit links with Catholic social teaching across the whole of the taught curriculum.
- Plan and adapt tasks in religious education to ensure that all pupils, especially those with higher prior attainment in every class, maximise their learning outcomes.
- Provide opportunities for all pupils to plan, lead, and evaluate prayer and liturgy within their classroom environment and other prayer areas around the school.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

1

Pupils at St Anne's have a deep understanding of their mission statement, 'Live, Love and Learn together, with Christ', which they embrace. They understand that the school community is committed to following the teaching example of Jesus and know that the Catholic faith determines their actions. Pupils show a deep respect for their own and others' dignity. They can talk about what it means regarding how they behave and treat each other. They use their class saints as role models, which ensures these saints' lives influence the pupils' work in school and the wider community. For example, the Mini Vinnies visit St Chad's Sanctuary during the season of Lent to gain a deeper understanding of how best to support those in need. Pupils take a leading role in planning for family Mass in the parish and undertake their ministries with great pride.

Christ is consciously at the heart of St Anne's, and the school and parish have a synergy that enhances the school's sense of community. All staff are excellent role models for the pupils and each other. They are courteous and respectful towards one another and are always willing to go the extra mile to support each other to provide the best opportunities for the children and families at St Anne's. Hospitality is deeply rooted in social justice. This is shown when the whole school community came together to convert the vacant caretaker's house to make it fit for a family seeking refuge, for example. Whilst the school responds exceptionally well to the demands of Catholic social teaching, it is yet to be embedded in all curriculum areas. Pastoral support for both staff and pupils is excellent. The school has a mental health leader and a bereavement policy to support those who need it. The school dog has been trained to help anxious and vulnerable pupils. Staff and leaders strive to involve all school community members

by inviting all parents to school and parish events. Parents welcome opportunities such as 'stay and pray', liturgy and prayer sessions, and whole school Mass.

Leaders and governors ensure that Christ is always at the heart of the school. They are energised, joyful and determined in pursuit of this mission. Governors and leaders work exceptionally hard to ensure a flourishing partnership between parents at St Anne's and the parish. Governors and the parish priest are highly ambitious for Catholic life and mission. Governors ensure that all policies and procedures demonstrate the importance of spiritual formation and care for the whole person, from the headteacher to the youngest children. Governors are kept fully informed about the school's Catholic life, and in meetings, they appropriately challenge school leaders. Links between parish and school are exceptional. The parish priest visits the school regularly and meets and greets everyone each Wednesday morning before school begins. They support the health and well-being of both staff and pupils and always enquire about this during their meetings. Governors and leaders make extensive provisions to provide health and well-being care for all pupils and their families. Governors and leaders ensure that all policies are reviewed and structures are in place to support those in need, using tools like art and Lego therapies and 1:1 support. Leaders and governors ensure pupils and parents have a voice in critical decisions through regular meetings with the pupil parliament and Mini Vinnies. Pupils are confident in raising their views and concerns and are active in their suggestions for improvement. For example, a new prayer room has been established in response to feedback. Leaders and governors ensure regular and focused staff training concerning Catholic life and mission is available. As a result, training and good practice are disseminated to all staff, contributing to securing the school's high standards.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

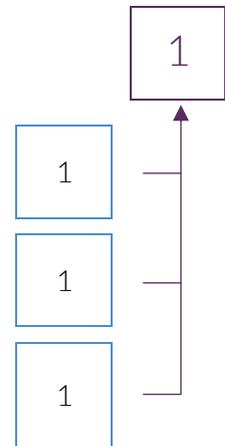
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils are religiously literate and can articulate at a very high level what they have learnt in religious education lessons, and what they need to do to improve. Their progress from their starting points aligns with that of other core subjects. However, tasks are not always adapted, meaning that some pupils, especially those with higher prior attainment, do not always maximise their learning. Work in exercise books evidences that pupils take great pride in their learning, which is consistently high quality and demonstrates excellent presentation standards. Pupils are curious about their faith. In lessons, they can ask questions to challenge their thoughts, which is identified through key knowledge organisers and reflection sheets. Pupils can draw on prior knowledge and learning through discussion and apply it to their current work, enabling them to make connections between different areas of study. Some pupils can work independently through the tasks given and take the initiative to work collaboratively or independently, particularly in art-based activities. Pupils are engaged in their learning and enjoy their lessons. Therefore, their behaviour in learning is excellent, and the work produced reflects their enjoyment.

Teachers have a high level of confidence in their subject knowledge and demonstrate a deep commitment to teaching religious education. Celebration of pupils' effort is clearly evident in their exercise books and displays in the classroom and around the school site. Teachers provide pupils with relevant and specific feedback. As a result, pupils clearly understand what they need to do to improve their learning. Teachers fully appreciate that religious education lessons impact pupils' moral and spiritual development. Therefore, time is built into the curriculum to ensure pupils have time to reflect. For example, the younger children in Reception can take part in meditative activities during their time in school, and pupils enjoy this time spent in quiet reflection. Teachers plan using the diocesan strategy, ensuring all work units are well-sequenced

to ensure new knowledge builds upon prior learning. Staff seek enrichment activities to enhance the teaching and learning of all pupils; for example, visits from Oscott College, the parish sister, and other visitors for Vocations. The parish priest supports the curriculum delivery across topics such as the Sacrament of Baptism for the younger children and teaching the parts of the Mass for the older pupils.

Leaders and governors ensure that religious education aligns with other core subjects when making decisions about staff training, resourcing, timetabling and staffing. The religious education leader has an inspiring vision for the subject and a high level of expertise to support the staff in ensuring that the teaching in lessons is always at least good across all phases. As a result, staff feel very well supported by opportunities to improve their practice. The subject leader participates fully in diocesan training. Staff have used their skills to map out a coherent plan for teaching about vocations, which includes inviting people and parents of other professions to come into school and talk with pupils where relevant to the curriculum. This has been clearly thought out to enhance the opportunities for all pupils to gain a deeper understanding that God has also called them. Governors' and leaders' self-evaluation for religious education demonstrates that monitoring is effective for analysis and high levels of self-challenge. They levy appropriate challenge to leaders in their committee meetings to ensure that they gain a deep and accurate understanding of outcomes and attainment for all and thus can guarantee the suitability of all subject improvement plans.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1

Pupils are actively engaged in the school's prayer life and understand that it is central to the daily experience at St Anne's. Pupils work collaboratively with other pupils and teachers to prepare creative and structured experiences of prayer and liturgy, for example, class worship and the rosary club. Pupils demonstrate confidence in speaking about the ways prayer influences their lives; for example, they believe that they are 'Called to serve at the altar of the Lord' when carrying out their ministries, and the Mini Vinnies clearly articulate how this has helped them in their mission to 'Turn concern for others, into action'. Pupils, supported by their teachers, can lead prayer within their own classrooms and in others. The next step to further improve this is to provide opportunities for all pupils to plan, lead, deliver, and evaluate prayer and liturgy within their classroom and other prayer areas around the school.

There is a naturally embedded daily pattern of prayer throughout the day at St Anne's, and all pupils, staff, and parents embrace these opportunities. Staff and leaders are inspiring role models for each other, supporting pupils in engaging and leading in prayer and liturgy. Staff have many opportunities to plan prayer, such as through staff retreat days, staff prayers, and using high-quality resources. This has enabled staff to understand better how prayer can impact their lives and those of others. Staff talk openly about how the school's prayer life has helped them personally and how this has impacted their formation. A wide range of high-quality music is integrated into prayer and liturgy to enhance the experience for all pupils and staff. For example, age-appropriate prayers and hymns are chosen in the Nursery for the Stay & Pray sessions, accompanied by staff who play the guitar. Pupils are visibly uplifted by these prayer sessions and the enhancement made by music.

Leaders and governors have worked with the parish priest to ensure that all parents feel welcome in school and are encouraged to participate in prayer sessions and Masses. The school

now plays an active part in family Mass, so participation has improved dramatically. Parents express gratitude for the opportunity to join in with the prayer and liturgy provided by the school and talk passionately about the joy it brings them, seeing their children lead prayers in school and at Mass in the parish. Governors and leaders have established a comprehensive cycle of Masses that reflects the Church's liturgical seasons and takes account of holy days of obligation. For example, the school holds a Corpus Christi procession every year, where the Eucharist is processed from school to church whilst the pupils pray the Rosary. This policy provides ample opportunities for all year groups to celebrate the Eucharist, ensuring it is the source and summit of the school's prayer life. The sacraments are very well planned for, both in school and in the Parish. There are opportunities during Lent and Advent for the pupils and staff to partake in the Sacrament of Reconciliation in the parish church. Governors and leaders ensure that there is a robust monitoring plan in place to evaluate the school's prayer and liturgy. All staff receive ongoing support from the headteacher and the religious education subject leader when planning prayer and liturgy. Governors actively evaluate the school's prayer life; strategic conversations are held about developments and improvements at committee meetings, ensuring the school's excellent standards are further improved.

Information about the school

Full name of school	St Anne's Catholic Primary School
School unique reference number (URN)	104241
School DfE Number (LAESTAB)	335 3324
Full postal address of the school	Blackwood Road, Streetly, Sutton Coldfield, B74 3PL
School phone number	0121 353 5114
Headteacher	Patricia Johnston
Chair of governing board	Michael Flower
School Website	www.st-annes.walsall.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3 to 11
Gender of pupils	Mixed
Date of last denominational inspection	November 2018
Previous denominational inspection grade	2

The inspection team

Christine Finnegan
Maggie Gourlay

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement