



# Archdiocese of Birmingham

## Section 48 Inspection Report

### **ST ANNE'S CATHOLIC ACADEMY** **Part of the Holy Spirit Catholic Multi Academy Company**

Camp Hill Drive, Nuneaton, Warwickshire, CV10 0JX

Inspection dates:

22<sup>nd</sup> & 23<sup>rd</sup> October 2018

Lead Inspector:

Mr T J Hughes

---

**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 Catholic Life of the school is good. There is sincere commitment and support amongst the school family for the mission of the school. Combined with hard work, this has resulted in the school growing in love and faith.
- Religious Education at St Anne's is good. The provision of Religious Education has been greatly enhanced through the strategic deployment of staff, the mature response of the pupils and everyone's desire to raise standards. There are many strong aspects of Religious Education that, when shared, have had an impact across the school.
- Collective Worship is good. Collective Worship enriches the lives of the children; they are moved spiritually and respond well to the many different opportunities for prayer. Pupils are increasingly designing and leading Collective Worship and, as a result, their relationships with God and one another have strengthened.
- The rapid improvement in Catholic provision is due to the visionary leadership of the principal, executive principal and Religious Education leader who have been well supported by the governors and directors.

It is not yet Outstanding because:

- The monitoring of Catholic Life does not yet involve a wide enough cross section of the school community.
- Pupils require more opportunities to fully express how the Gospel messages and their learning in Religious Education relate to their own lives.

- Pupils do not have a thorough understanding of 'vocation'.
- More activities are required to inform pupils about other faiths.
- The evaluation of Collective Worship does not sufficiently involve pupils.

## FULL REPORT

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

- Involve pupils in the monitoring of Catholic Life and Collective Worship.
- Ensure that everything that the pupils do as part of the religious life in school has an impact on their own spiritual journey.
- Improve the pupils' knowledge of vocation.
- Improve their understanding of other faiths in the world.

## THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school.	<b>Good</b>
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

### 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.

- Catholic Life at St Anne's Catholic Academy is good.
- The quality of relationships and the sincere desire to improve every aspect of school life as a faithful community has created a place where pupils *Love God, love learning and love one another.*
- The enrichment of the Catholic Life of the school begins at the earliest stages of a pupil's life at St Anne's Catholic Academy. Children in nursery are introduced to faith through the links that are made with older pupils and the sharing of spirituality through prayer and engagement with the bible.
- By the time children move in to Reception class they are recognising Jesus as the 'Light of the World' and are reflecting on how their emergent faith is shaping their reactions and relationships. The youngest children acknowledge that saying 'sorry' is a way of sharing God's love.
- Pupils, throughout all year groups, take ownership of the ethos of the school. They are mindful of when someone is having difficulties and they wish to help them through friendship and shared activities. An example of this is how new pupils to the school are cared for by others; how they are befriended and guided so that they can share in the full life of the school as a community.
- The school has been on a journey of improvement in recent years and the pupils have reacted with maturity and optimism to the higher expectations of personal conduct and empathy.
- The behaviour of most pupils at St Anne's is very good. Pupils are now reflective, they follow a code of courtesy and use restorative justice strategies to consider how to put things right.

- The promotion of the Gospel values, by all members of the staff team, is a powerful dynamic in maintaining good behaviour.
- Pupils have embraced the virtues promoted in the Catholic Schools' Pupil Profile and now instinctively act in accordance with these. Pupils are eager to congratulate others who are awarded a certificate in assembly for demonstrating the virtues in school.
- As a result of their very good conduct, the atmosphere for learning and the easy collaboration of pupils gives rise to mature spiritual growth and has led to rapid progress in Religious Education.
- The pupils are aware that they have a role to play in influencing the direction of the school. They take their various responsibilities seriously and can see how their work has an impact on the ethos. For example, the liturgy team and school council members know they must set a good example to other pupils and that they represent the opinions and wishes of all of the pupils.
- Pupils' involvement in the evaluation of the Catholic Life of the school is limited.
- Whilst pupils understand that they are made in the image of God and have a job to do, their understanding of the term 'vocation' is limited. They have not yet developed an understanding of being called to the service of others in their future lives.
- The pupils engage fully with the school's Protective Behaviours Programme, enabling them to both understand and manage their emotions and keep themselves safe. This has been particularly supportive for the pupils who have had challenges in their lives.
- The use of the 'All that I Am' programme has given pupils an evolving understanding of loving and sexual development appropriate to their age.
- Pupils highly value and contribute to the chaplaincy provision of the school and the parish. As they grow, many pupils are eager to become altar servers and take a role in the life of the parish. The relationships between the pupils and the parish priest demonstrate the high value placed on the chaplaincy provision by everyone. The sharing of faith between the pupils and the parish has also grown stronger alongside the school's recent improvements in provision.
- The pupils at St Anne's make a contribution to the wider community in a number of ways. They participate in fund raising for overseas charities such as Water Aid and CAFOD. Closer to home, they have enjoyed collecting for the Nuneaton Foodbanks and hosting cake mornings for The Macmillan Cancer Charity appeal. When discussing their fund-raising, pupils make the link between their actions and the values that they share in their spiritual life.
- The commitment of the principal, the Religious Education subject leader and all staff to the spiritual life of the pupils, both in school and in the parish, is praiseworthy. The Religious Education subject leader is visible in the parish, supporting the children's liturgy group at the weekend. Her colleagues regularly attend the weekend Masses, showing commitment to the faith journey of the young people they teach during the week.
- The ministry provided by the parish priest is uplifting and informed by his experience and spirituality. As well as celebrating Mass for the school community, he attends the school to share liturgical knowledge, provide an insight in to the work of the Church or counsel pupils and their families who face challenges.
- There is an essential team dynamic amongst the staff, which has grown as a result of the pastoral care, guidance and challenge provided by the school leaders.
- Each member of staff is conscious of the influence they have on the pupils. They take seriously their responsibility to act as role models for the growth of faith in the hearts and minds of the young people in their care.

- In assemblies, lessons and class worship, the pupils have opportunities to consider global issues, care for the environment, justice and equality. These activities have given the pupils the confidence to share their thoughts and social concerns in a mature manner.
- Over the past two years, the school environment has improved. When entering the school, the pupils, staff and external visitors are reminded that the school cherishes its purpose and promotes its mission. There are many focal points of faith, which include quotes from the bible, symbols of faith and sacred artwork including the presentation of pupil made stained glass windows adorning all classrooms.
- The school has ensured that the environment offers pupils places and opportunities to interact with their faith. For example, there is an 'I wonder?' board where pupils can pose a question about faith and a member of staff or the parish priest will respond. There are also quiet spaces where pupils can pray.
- School leaders, with the ideas and help of the pupils, have created sacred spaces around the school to support knowledge of the liturgy and awareness of key elements of faith. The school continues to look for ways to enhance its buildings to bring faith alive. Work on the exterior of the school and in the extensive grounds would enhance this further.

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

- In a short time, the recently appointed principal has improved the Catholic Life of the school. Her sincere faith, energy and ability to unite the school family in its mission has resulted in a school where pupils are loved, valued and are confident in their relationship with God.
- An effective programme for self-evaluation is now in place. This involves senior school staff, governors and Multi Academy Company (MAC) directors. Governors visit the school regularly both to have a presence in the community and to know about any new developments. These leaders routinely view, evaluate and consider the quality of the Catholic Life. A development plan, based on monitoring, is in place, which sets out actions for improvement.
- The governors recognise how their self-evaluation has had a positive impact on the school, including: the improvement of the school environment to reflect its Catholic Faith; the deepening of liturgical knowledge amongst the staff team; the greater involvement of the school in the life of the parish and the stronger links with parents over matters of faith.
- The detail of the Catholic Life provision is clearly shared with governors by the principal in her reports and frequent discussions. The MAC directors are well informed and have a high level of confidence in the principal and the Religious Education subject leader.
- The principal has ensured that the staff team understand and support her aspirations for rapid improvement. Regular evaluations and supportive professional discussions make sure that everyone knows what it is that makes the school distinctive in its mission.
- This has paid dividends as there are a good number of new teachers who have benefitted from this thoughtful approach and are increasingly skilful in enhancing the spiritual atmosphere of the school.
- The Holy Spirit Multi Academy Company has also played a part in coaching governors and staff. The executive principal has provided robust challenge and support for the school. Directors have been single minded in deploying staff from across the MAC who have the skills and faith to deepen the Catholic Life of the school and raise standards.

- Training sessions have resulted in school leaders being well able to define the strengths and weaknesses of the school and inform the direction for progress.
- The principal and governors are presiding over a gradual growth in parental confidence in the school as a Catholic community. Now that the school has reenergized its mission and the improvements in standards across the school are being realised, the school wishes to share its ethos more fully with parents.
- The Religious Education subject leader regularly undertakes training and consultation with the Diocese in order to update her colleagues of ideas, initiatives and wider issues of faith. Her training will often act as a catalyst to start new conversations.
- The school staff are increasingly confident in providing a curriculum that broadens all pupils' understanding of the world around them.
- The parish priest embraces his many roles in ministering the Eucharist, interpreting the work of the wider Church for the pupils and providing security, understanding and advice for all members of the school family. Pupils, parents, staff and parishioners flourish as a Christian community, as a result of his guidance.

## 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.	Good

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

- The provision and outcomes of Religious Education at St Anne's Catholic Academy are securely good.
- The children make quick progress in Reception class and by the time they move to Year 1 they are building good religious knowledge. Most groups of Reception children progress well. However, some pupils with challenges of language acquisition do not make the same growth.
- Boys, girls, pupils with English as an additional language and pupils with differing ethnic backgrounds all make similar good progress throughout their primary years.
- Some pupils with special educational needs and some pupil premium pupils do not make the same good progress. As a result, the numbers of these pupils achieving above the expected standard is lower than others.
- The school has clearly identified where pupils are not making quick enough progress and have taken steps to address this. For particular cohorts of pupils where progress has been slower, the school leaders have deployed more experienced staff to address these needs.
- Progress in Religious Education is broadly consistent with the other core subjects of English and maths.
- Pupils sincerely enjoy their learning in Religious Education lessons. They take particular pleasure in stories from the Bible and can articulate which are their favourite stories of Jesus and what message they take from them.

- Pupils relish the rich Religious Education curriculum and enjoy exploring the themes and the key events of the liturgical year, the lives of saints and the structures of the Church.
- Pupils appreciate the range of activities, which bring the Religious Education curriculum alive. Drama, art and creative activities are some of the ways they become immersed in spiritual learning.
- Whilst pupils have undertaken some activities, which have informed them about other faiths, their knowledge and understanding of a wide range of world faiths is limited.
- Most pupils' work in Religious Education is good.
- They listen, reflect and respond well using their comprehensive knowledge of Bible stories and liturgical themes.
- Some pupils are able to translate the messages of the Bible in to their own lives and can talk about how their faith strengthens their ability to respond to the needs of others or challenges that they might face. Providing more opportunities for a wider range of pupils to reflect more deeply in lessons would help strengthen pupils' interpretation of faith in their lives.
- Most of the work produced in their Religious Education books and journals is good. It is neat and careful, well illustrated and bears witness to the depth of pupils' spiritual thinking. In many cases, Religious Education books are declared special being described as 'a gift to God'. This communicates high expectations to the pupils who respond well to this aspiration.
- Pupils respond well to the questions posed by their teachers when marking their exercise books. Many pupils' answers demonstrate that they have thought carefully about the elements of faith taught in a particular lesson.
- Some work in pupils' Religious Education books is not of an equally high standard to that seen in their English books and there are examples of inaccuracies of liturgical language.
- Pupils' behaviour in lessons is very good. They have become accustomed to purposeful routines, which help them to focus but also allow them independence in their learning.
- This positive atmosphere for learning and the inclusion of prayer in many aspects of learning allows pupils to reflect in lessons. This was well illustrated when a key stage 2 class were sensitively talking about the purpose of prayer. The pupils affirmed the power of prayer in their lives saying they could, 'talk to God about our feelings; ask for help; say thank you; pray when we are feeling bad and God will help and guide us'.
- Pupils are clear about how to improve their work in Religious Education. They understand the school's marking policy and respond to the prompts used by their class teachers.
- They are confident about choosing the level of the task, which best suits their ability. The 3-star task entry policy requires pupils to challenge themselves whilst making expected progress with a Religious Education activity.
- The quality of teaching in Religious Education is good.
- Teachers who pose searching questions and design tasks, which help pupils learn from one another, deliver the best teaching.
- School leaders are rightly focusing on improving teachers' subject knowledge and this is evident in the best lessons.
- This good quality teaching could be further enhanced if teachers set tasks for all pupils where they could reflect on their faith and more fully take account of Bible messages.
- Good teamwork between classroom staff is a key ingredient to successful lessons.

- Teachers effectively use assessments to plan activities for their pupils. Differentiated tasks determined by both pupil choice and teacher instruction, which are supported by teaching assistants, help most pupils achieve well in Religious Education lessons.
- Some lessons, and the resulting work in pupils' books, are not as consistently good over time. Where teaching is less strong, pupils are not clear about the learning intentions and cannot engage in a spiritual dialogue.

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

- The senior leaders of the school ensure that Religious Education is an absolute priority in the programme of teaching and learning at St Anne's. Religious Education enjoys greater than the recommended minimum 10% of the curriculum time provided to pupils.
- The senior leadership team undertakes analysis of the pupils' performance to track progress and identify targets for individuals, key cohorts of pupils and year groups. Pupils' learning skills are monitored through planning scrutiny, book evaluations, pupil interviews and lesson observations.
- All teaching staff are trained to assess pupils' learning and progress in Religious Education. An example of the effectiveness of this approach is the provision for pupils in certain year groups who have not made sufficient progress in the past. Skilled staff have been deployed and good routines for learning have been helped by high expectations, thoughtful activities and good subject knowledge. This is paying off and the school is seeing better progress with these pupils.
- The governors and directors are active and challenging in their oversight of the provision of Religious Education. They receive regular reports on progress and participate in monitoring activities when visiting the school.
- The MAC has been key in ensuring the quality of delivery by requiring new staff to be well trained and understand the dynamics of teaching the Catholic Faith. The directors' aspiration for strength in religious teaching extends to their succession planning. They seek to develop the staff across the family of schools so that high quality, faithful teaching and learning is delivered now and in the future.
- Support for new staff is very strong indeed and within a short time, newer members of staff feel confident and skilled in delivering Religious Education lessons.

### **COLLECTIVE WORSHIP**

The quality of Collective Worship.	<b>Good</b>
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.**

- Collective Worship is securely good.
- The reverence displayed by the pupils in Gospel assembly and whole school Mass is indicative of how integral prayer is in their lives.
- Collective Worship absorbs all and has a most positive devotional benefit.

- Early on in the children's school life they participate in worship with grace. The youngest children are calm and comfortable when engaging in Collective Worship. They are mature and responsive with their prayers. The influence of older pupils on the youngest is a factor in this and when they see their older role models demonstrating spirituality, they instinctively follow their example.
- This wave of deep spirituality moves through all of the age groups and pupils understand what worship is about and are comfortable when praying. They say community prayers with passion, pride and reverence. They reflect silently and thoughtfully.
- The pupils appreciate that singing is a form of prayer and their high vocal quality contributes to uplifting, prayerful celebrations. Hymn singing for Mass is very well supported by a parish musician, who plays with great expression inspiring the pupils to lift their voices in praise.
- Collective Worship is well organised and skilfully delivered and includes doctrinal knowledge alongside the devotional experience.
- Pupils share in the leadership of Collective Worship. This reinforces the sense of community devotion. For example, during the Gospel assembly, led by the principal, the theme of 'service' was explored. Liturgy leaders from the juniors read prayers and pupils from all age groups responded with their thoughts and ideas.
- During Mass, celebrated in school by the parish priest, pupils responded in a calm and sensitive manner. It is clear that they feel uplifted by sharing in the Eucharist together.
- In the past two years, senior leaders have devoted a great deal of time and care to improving the provision of Collective Worship. The staff are excellent role models and their high expectations of respect and participation have made for very special celebrations.
- Collective Worship is for all and reflects the family nature of school community. This is shown by the way younger and older pupils will sit together in Mass influencing one another. Furthermore, all pupils have the opportunity to go forward to receive a blessing from the parish priest during Mass. This investment of time and care strengthens the sacred nature of the celebration.
- A great strength of the provision of Collective Worship in the school is the fact that pupils of all ages are increasingly involved in designing, shaping and delivering worship. There is now a structure for class Collective Worship. This involves each class having groups of pupils who independently consider, prepare and deliver a class liturgy each week. Pupils are given freedom to explore themes, which are close to their hearts and can be delivered using resources and approaches that they choose. Adults in the classes will provide support and guidance but the level of pupil autonomy is impressive.
- The pupils' grasp of the Liturgical Year and seasons is improving. Pupils are taught about the significance of key feast days and seasons. For example, during the final week of Lent pupils take part in a day of prayer where they reflect on the events in the life of Jesus in the lead up to Easter.
- The pupils' knowledge of traditional prayers has also grown. Each year group has a collection of established prayers, which they will recite together.
- Prayer is both regular and spontaneous. Pupils know that they can pray on their own at any point in the day, in any part of the school.
- The staff are strong advocates for prayer. Staff meetings will begin with prayer and reflection led by a different member of staff on each occasion.
- Prayer bags, which contain many ideas and artefacts for prayer, are sent home for pupils to share with their families. The pupils relish this opportunity to bring prayer in to their homes.

- The programmes for sacramental preparation have been strengthened in the past two years. The key reasons for the improvements have been the greater level of collaboration between the school, families and the parish and the strategic working of the senior staff and the parish priest. Everyone involved has put the pupils' journey of faith at the centre of their planning for the sacraments and as a result the celebrations have been spiritually rich. A retreat day to enrich the preparation of the sacraments is now part of the programme.
- All members of staff are confident in leading Collective Worship using a variety of forms of prayer effectively. More recently, the revised structure has ensured that planning for worship has a clear direction and that pupils have greater opportunity to reflect on the values and virtues of their faith.
- In order to set themes in the minds and hearts of the pupils, the weekly Gospel assembly delivers key messages for the weekend Mass. In this way, pupils consolidate their understanding of the life of Jesus and the saints.

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

- The governors and senior staff formally monitor Collective Worship. Their evaluations and suggestions are fed back to the staff to continue the trend of improvement in the provision of faith.
- As a result of their evaluative discussions about Collective Worship, the school leaders have looked for new ways to engage parents and members of the parish community in Collective Worship events. Gradually, parents are responding by attending and appreciating the demonstration of faith presented by the pupils. The parish priest is working creatively to inspire more adult members of the school community to attend and participate.
- Pupils play a lesser role in monitoring Collective Worship. Other than responding in pupil questionnaires, they are yet to assess the overall prayer life of the school in a structured way.
- The school leaders have carefully considered how they might promote prayer and spirituality in the environment of the school. The recent renewal of many areas of the school have included quotations from scripture, the visible profile of the mission statement and attractive and thought-provoking prayer spaces in each classroom.
- The word of God is evident from the moment a visitor enters the building. For example, the entrance area contains a quotation from St Mark's Gospel detailing the parable of the Mustard Seed. This reminds all visitors that with God's help every person can flourish and do great things.
- The outdoor area is extensive and provides a lovely natural environment where pupils can pray. However, some development of this space would help to focus the pupils in prayer more fully.
- Governors are regularly present at liturgies. They appreciate how the school is attending to the spiritual development of the pupils. The governors' views are considered by school leaders and have led to a greater involvement of pupils in the parish celebrations at the weekend.
- The Religious Education subject leader plays an important part in promoting Collective Worship. She advises staff members about the key elements of liturgy, assists pupils with their choice of prayers and readings for class liturgy, engages with the Children's Liturgy Group in the parish and works closely with the principal in enhancing the spiritual life.

- School leaders have nurtured the pupils' respect for many saints and people of God. As a result, pupils are proud to be part of St Anne's family and honour their patron saint when they talk about 'the grandmother of Jesus'.
- The school website is attractive and informative and contains both in depth explanations about the foundation of faith in the school as well as reflections of the pupils' spiritual growth. The website provides signposts for parents to the liturgical events of the year.
- During Collective Worship at St Anne's, all members of the school family bear witness to their energy and sanctity, which has grown so much in recent times. They demonstrate faithfully that they love God, love learning and love one another.

### SCHOOL DETAILS

Unique reference number	141747
Local authority	Warwickshire
<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	Multi Academy Company
Age range	3 – 11 years
Gender of pupils	Mixed
Number of pupils on roll	193 and 8 Nursery
Appropriate authority	The board of directors
Chair	Kevin Dunnion
Principal	Sarah Hubbard
Telephone number	02476 392877
Website address	<a href="http://www.stannesnuneaton.co.uk">www.stannesnuneaton.co.uk</a>
Email address	<a href="mailto:admin2035@welearn365.com">admin2035@welearn365.com</a>
Date of previous inspection	October 2015

## **INFORMATION ABOUT THIS SCHOOL**

- St Anne's Catholic Academy is an average size primary school serving the parish of St Anne's, Camp Hill, Nuneaton.
- The percentage of Catholic pupils is currently 31%.
- The percentage of disadvantaged pupils is above the national average.
- The percentage of pupils with special educational needs and/or disabilities is broadly in line with 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 below the national average.
- Since the last inspection a new principal and Religious Education subject leader have been appointed.

## **INFORMATION ABOUT THE INSPECTION**

- The inspection was carried out by two Diocesan Inspectors – Tim Hughes and Marie Conway.
- 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 seven 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 executive principal, the principal, the Religious Education subject leader, members of the teaching staff, the governors including the Religious Education link governor and the parish priest.
- The inspectors attended a whole school Mass, a Gospel assembly, class Collective Worship and undertook learning walks 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.