



# St Anne's Catholic Primary School

URN: 103434

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

01–02 May 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

2

#### 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

2

#### Religious education (p.5)

The quality of curriculum religious education

2

#### Collective worship (p.7)

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

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

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

Fully

## What the school does well

- The mission statement is a clear expression of the St Anne's family community. It is regularly revisited and prevalent throughout the school.
- Staff and leaders are committed to implementing the mission and the service it offers to the community.
- Governors and leaders are ambitious for the school's Catholic life and mission and are actively involved in self-evaluation.
- Pupils are developing a secure knowledge and understanding of religious education, resulting in good progress across the school.
- All staff work well with families to include them in the school's prayer life, and families value this partnership.

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## What the school needs to improve

- Provide pupils with opportunities to show independence in their religious education learning, facilitating their individuality and creativity.
- Ensure that pupils are given age-appropriate opportunities to plan, lead and evaluate creative experiences of prayer and liturgy.
- Empower pupils to take a proactive, leading role in responding to the demands of Catholic social teaching, locally, nationally, and globally.

## 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

2

**Provision**

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

2

**Leadership**

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

2

2

Pupils at St Annes' Catholic Primary School understand and proudly speak about the school's distinctive Catholic identity and mission. They know that they are valued and cared for by all staff and are made in God's image and likeness. Pupils have a well-developed sense of respect for people of other faiths and backgrounds and can articulate that everybody is equal in the eyes of the Lord. Pupils feel St Anne's is a special school, saying, 'We are a family here at St Anne's'. Opportunities for pupils to take a leading role in responding to the demands of Catholic social teaching and be more proactive in finding ways of responding to the needs of others, locally, nationally and globally, are not yet fully realised.

The mission statement is a clear expression of faith and is prominently displayed around the site. St Anne's lives its mission for the pupils and families, helping them 'Achieving excellence in all our God-given talents', with Jesus as their guide. Christ is at the heart of this school, and there is a sense of family and a culture of welcome. Staff provide supportive pastoral care for their pupils, and there is a commitment to the most vulnerable pupils. The school's Catholic ethos and identity are embedded in the understanding that 'We are all one family'. The school's physical environment reflects its mission and identity through many explicit signs, including a 'Children's Charter', which pupils have worked with together to create; 'We are all welcome, we are all equal, and we are all safe.' Pupils talk about this with great pride and understand what it means to all who attend St Anne's. This vision is rooted in a very human experience and gospel teachings. Staff have a clear commitment to the mission in what they say, how they act, and live their lives. One staff member stated, 'Teaching at St Anne's has shaped my faith.' All staff, including leaders, promote a culture of tolerance, where staff, pupils and visitors of diverse identities are recognised, welcomed, respected, and cherished. Staff and leaders at St Anne's successfully

deliver a whole school approach to pastoral care for all its pupils and families, ably supported by the family support worker, who offers mentoring support for those who need it, including information and advice for families. Statutory and diocesan requirements for relationships, sex, and health education are met using resources approved by the archbishop. Information is shared with parents, which they access through a parental portal and pupils articulate what they have learnt through their exercise books.

Leaders and governors articulate the Church's mission and promote the archbishop's vision for the diocese. They recognise the importance of parental engagement, and parents understand they have an essential part to play in their children's education. For example, parents are welcomed into faith workshops to learn alongside their children. The school, with the support from the parish priest, ensures that diocesan and liturgical initiatives are well-planned throughout the year. There is a good relationship between the school and St Anne's Parish. Pupils and parents support the parish in various ways, for example, a Christmas toy appeal and sacramental programmes. The head teacher and the parish priest meet to discuss plans for the year. Consequently, the school's diverse community has a greater understanding of the parish, enabling them to respect and support its respective mission. The school actively engages supportive parents in attending class assemblies, Mass in school, and 'Stay & Pray' sessions. Parents greatly appreciate being included in the Catholic life of St Anne's and would welcome even more opportunities to be involved.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

**Pupil outcomes**

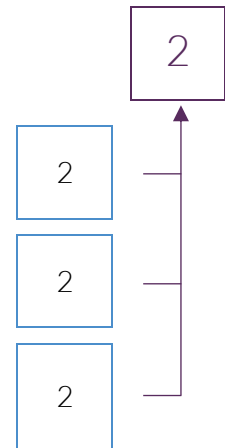
How well pupils achieve and enjoy their learning in religious education

**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 at St Anne’s are developing a secure knowledge and understanding that reflects the curriculum’s demands, enabling them to make good progress in knowing more and remembering more, especially concerning religious literacy. In lessons, pupils draw on prior learning to support their understanding of Bible passages and can link their thoughts and feelings to them. For example, when learning about the Parable of the Lost Sheep, pupils could articulate, 'We are the sheep, and if we feel lost, Jesus will guide us back.' In other learning, younger pupils could articulate 'Jesus is the light of the world and through Baptism, we become one family; part of the St Anne’s family.' Most pupils produce work that is presented well in their books. They show an awareness of fundamental concepts using subject-specific vocabulary. Pupils achieve good attainment compared to other core curriculum subjects, including those with English as an additional language (EAL) and those with special educational needs or disabilities (SEND). Pupils’ behaviour in learning is good. They concentrate well in lessons and are active in their responses to learning. They can ask questions, and some pupils can talk about what they need to do to improve upon their achievements. Staff need to ensure that all pupils have opportunities to be more independent in their learning, including in their written work, to ask meaningful questions to deepen their learning, and to challenge their personal viewpoints.

Teachers are committed to and value religious education and strive to develop their knowledge, which is imparted well. They recognise the impact religious education has on all pupils' moral and spiritual development. Teachers are beginning to provide pupils with feedback that helps deepen their understanding and improve their written work. Currently, pupils are not provided with enough regular opportunities to show independence in their learning or to further express individuality and creativity in their responses. Teachers plan and deliver age-appropriate lessons; some teachers make good choices concerning teaching techniques, utilising various resources

to capture pupils' interest, including religious art. Staff use questioning in their teaching and demonstrate good subject knowledge. The national age-related standards have been introduced due to support provided by diocesan advisors, and a new feedback policy has been introduced to evaluate and extend pupils' learning in lessons.

Internal moderation ensures individual teachers' assessments are consistent throughout the school. External moderation with local schools further validates the accuracy of teachers' assessments. Consequently, teachers clearly understand where targeted support for pupil progress is needed. The wider school and religious education curricula foster respect between all members of the community. Pupils are given opportunities to learn about other faiths and cultures, including enrichment opportunities to visit different places of worship. Leaders welcome visitors to talk about other faiths and religions, generating keen interest and curiosity from pupils. Leaders and governors ensure that religious education is comparable to other core curriculum subjects concerning timetabling and financial resources and also ensure that training is available to all staff, including those new to Catholic education and early career teachers. This has resulted in a consistent approach to ensuring pupils develop a substantial body of knowledge. Staff relish opportunities to enhance their subject knowledge and value the efforts of leaders to support their development. The subject leader is active in her leadership and management. She engages with diocesan training, implementing suggestions and strategies for all staff. A monitoring schedule is planned every term, including data review and analysis, lesson visits, and monitoring pupils' work. Consequently, staff receive constructive feedback from leaders to support their teaching techniques and subject knowledge.

## 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

2

#### Provision

The quality of collective worship provided by the school

2

#### Leadership

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

2

2

Pupils respond well to the experiences of prayer and liturgy provided by the school, which are broad and inclusive. Pupils participate in these opportunities by joining in with responses and have learnt to reflect in silence. Pupils' knowledge of the liturgical year and their class saints supports them in helping the teachers plan acts of class worship. Many pupils are readily involved in ministering during assemblies, class-based worship, and in attending Mass in school and the parish church. Pupils take delight in working with their teachers and use these opportunities of prayer and liturgy to deepen their faith knowledge by choosing scripture and artwork to enhance the themes selected for prayer, for example. Pupils demonstrate increasing confidence and eagerness when helping staff to lead prayer. However, pupils still need to be regularly given age-appropriate opportunities to plan, lead, and evaluate creative and spiritual experiences of prayer and liturgy themselves. Nevertheless, pupils are exposed to various ways of praying that are part of the Catholic tradition and are keen to be involved in shaping them. They talk willingly about their prayer garden and are eager to develop other areas around the school grounds to improve prayer opportunities. Pupils articulate how prayer is used to support the prayer life of the St Anne's family; they can talk about how they pray for those in need and develop their relationship with God.

St Anne's has a prayer garden, which pupils use throughout the school day. It is a quiet area that allows pupils to reflect quietly and pray. Classes use this space during special times of the liturgical year. In class worship, teachers pay attention to mood and setting by lighting candles and playing appropriate music. Consequently, pupils clearly understand prayer's value and see this as a way to deepen faith. Planned prayer and liturgy are central to the life of St Anne's and form part of routine gatherings for all. Such routines include Mass, gospel assemblies, year group assemblies and class-based prayer. Appropriate scripture passages match the liturgical year,

enhancing pupils' knowledge of the faith. Staff plan opportunities for pupils to learn more about and participate in prayer traditions of the Catholic Church. Every month, a prayer focus at the school's entrance draws on a specific prayer tradition. For example, during May, it is dedicated to Our Lady. Staff must provide further opportunities for the pupils to lead their creative prayer & liturgy across the school.

Leaders, governors, and staff bear personal witness to the Catholic faith through their prayer provision, where they share their rich faith knowledge with all the pupils. For example, some staff share their childhood faith journey, and another received their First Holy Communion and the Sacrament of Confirmation alongside pupils in school, demonstrating that many pathways to Christ can be followed, even in adulthood. School leaders and governors clearly understand how to plan collective worship and work together to ensure it is age-appropriate. The parish priest supports staff in Mass planning and visits all classes, building positive relationships and contributing to liturgy and prayer. This collaborative planning has enhanced the quality of prayer provided. Leaders and governors offer regular staff training and formation; for example, a spiritual retreat to Harvington Hall. Subsequently, all staff understand the importance of spiritual growth for their pupils and themselves and the importance of ensuring prayer is at the centre of all the school aspire towards. Leaders recognise the importance of prayer and liturgy when setting budgets and allocating resources. Still, they must ensure that staff have opportunities for liturgical formation to better inform their planning of prayer for pupils.



## Information about the school

Full name of school	St Anne's Catholic Primary School
School unique reference number (URN)	103434
School DfE Number (LAESTAB)	3303 335
Full postal address of the school	Low Street, Camp Hill, Birmingham, B12 0ER
School phone number	0121 675 5037
Headteacher	Wendell Gopaul
Chair of governing board	Monica Powis
School Website	<a href="http://www.st-annes.bham.sch.uk">www.st-annes.bham.sch.uk</a>
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	4 to 11
Gender of pupils	Mixed
Date of last denominational inspection	July 2017
Previous denominational inspection grade	2

## The inspection team

Christine Finnegan  
 Carl Spackman

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