



# Archdiocese of Birmingham

## Section 48 Inspection

### **ALL SOULS' CATHOLIC PRIMARY SCHOOL**

Abercorn Road

Chapelfields

Coventry

CV5 8ED

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Inspection date	26 <sup>th</sup> -27 <sup>th</sup> November 2016
Reporting Inspector	Maureen O'Leary

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Voluntary aided
Age range of pupils	3-11 years
Number on roll	232
Appropriate authority	The Governing Body
Chair of Governors	Shirley Langford
Telephone number	024 7667 5836
E-mail address	admin@Souls.coventry.sch.uk
Date of previous inspection	November 2011
DFE School Number	331/3343
Unique Reference Number	103724

<b>Headteacher</b>	<b>Caroline Quinn</b>
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Previous inspection:	2
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This inspection:	2
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DIOCESAN EDUCATION SERVICE



**MAKING CHRIST KNOWN TODAY**

## Evidence

- The inspection was carried out by one Diocesan Inspector.
- The focus of the inspection was on the quality, leadership, and impact of the school's provision of Catholic life, collective worship, and religious education (RE).
- The inspector observed teaching across two RE lessons to evaluate the quality of teaching, learning and assessment. All of these lessons were conducted jointly with the headteacher.
- The inspector completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic life, worship, and the impact of teaching on their learning over time.
- Meetings were held with the chair of governors, the headteacher, the subject leader and the parish priest.
- The inspector attended a whole school Mass and undertook a learning walk to look at aspects of learning and teaching in RE, 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' achievement and progress, RAISEonline, the development plan, teachers' planning and learning journals.

## Information about the school

- All Souls' is an average sized primary school and nursery which serves the parish of The Precious Blood and All Souls in the area of northwest Coventry.
- The large majority of pupils are white British. The number of pupils from minority ethnic groups has increased over the last three years.
- The number of Catholic pupils is currently 87%.
- The number of disadvantaged pupils is below the national average.
- The number of pupils with special educational needs support is broadly in line with the national average.
- Attainment on entry is usually low. However, attainment on entry this year has improved compared to previous years.
- A new deputy headteacher was appointed in September 2013 and a new Religious Education subject leader was appointed in September 2015. Five of the current teaching staff have qualified as teachers in the last three years.

## Main Findings

- The provision and outcomes for Catholic life, collective worship, RE and leadership at All Souls' School are good.
- Pupils, staff and governors contribute actively to a community that is based on Christian values derived from the Gospels.
- Collective worship is a strength of the school and is greatly valued by pupils, staff and governors alike. Collective worship is characterised by behaviours of devout participation and reverence by pupils and staff.
- Staff are committed to providing RE that engages pupils, helps them to know and understand their faith and encourages them to apply its teachings to their everyday lives.
- 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 they feel safe and cared for at school.

- The leaders of the school are aware of the strengths and areas of development for the school in regard to its Catholic life, collective worship and RE.
- Provision for staff induction is strongly focused on staff understanding the core purpose of the school which is to deliver the Church's mission in education

## **THE CATHOLIC LIFE OF THE SCHOOL**

### **Catholic life, collective worship and spiritual, moral and vocational development: provision and outcomes**

- The provision and outcomes for pupils in respect of Catholic life, collective worship and spiritual, moral and vocational development of the school are good.
- Both Catholic and pupils of other faiths or none value growing and learning in a Catholic school. Pupils express their belief that their school is made special by its Catholicity and that they are called to act and live differently because of their collective belief in God the Father, Son and Holy Spirit.
- The school's public image is proudly Catholic. The school clearly promotes and values its Catholic identity through its use of Christian imagery on all of its signage, school uniform, paperwork and website. Consequently, anyone who comes into contact with the school is clearly aware of its Catholic ethos.
- There are strong links between the school and parish. Parish members regularly attend weekly school Masses in the parish church. Some parishioners lead a rosary club conducted during lunchtimes in the school prayer garden for pupils to attend. The parish priest and deacon visit the school on a weekly basis. Consequently, pupils appreciate that they are part of the faith community of the parish of All Souls and the Precious Blood.
- Over the last four years a joint school and parish sacramental programme has been planned and delivered through collaboration between the headteacher, parish priest and parish catechist. The programme has been reviewed annually and adapted. This collaboration has led to improved attendance at sacramental meetings by parents and carers. This collaboration has improved the support given to pupils during their sacramental preparation.
- The dignity of each individual is taught specifically in RE and indirectly through the school's behaviour management and pastoral care of pupils. As a result, pupils have a profound understanding that everyone is created equal and in the image of God. In lessons, during lunch and playtimes pupils can be observed collaborating and supporting each other. One pupil explained 'We treat everyone with respect.'
- Priority is given by the school in establishing thoughtfully prepared and liturgically relevant sacred spaces in all classrooms and public places. As a result, there are engaging conditions for prayerful reflection throughout the school community which contribute to the ability of pupils to remain attentive and to act reverently during collective worship.
- The pupils' participation in and commitment to singing religious hymns is of a very high standard. One child explained: 'We sing at the top of our voices so the whole world can know we believe in God.' They are able to praise and honour God in a vibrant and reverent manner through music in both whole school and class collective worship.

- Pupils have been taught how to respectfully take part in all forms of collective worship from whole school Masses to small class prayer services. As a result, pupils of all ages demonstrate exemplary attitudes of reverence and participation during these services.
- Older pupils in upper Key Stage 2, with adult support, have planned and independently led worship in class. However, pupil organised and led worship is not a regular feature of worship for the younger pupils in the school.
- There are regular opportunities for pupils to use traditional, informal and spontaneous prayer. Consequently, pupils are confident and engaged when participating in a variety of prayer. They especially enjoy and respond well to Christian meditation which has recently been introduced to the school.
- Class teachers' audits of the prayers that should be known by the pupils and pupil interviews by the subject leader have revealed gaps in the pupils' knowledge of some prayers. As a result of this, the senior leadership team have planned to incorporate these prayers into whole school collective worship during this academic year.
- Pupils understand that when they 'go forth' from collective worship that they need to live out their Christian beliefs. As a result of this understanding, each year they choose a number of charities for the school to support financially.
- Pupils in Year 6 are allocated prayer friends in the Reception class. The older pupils take this responsibility very seriously. They regard it as their duty to help the younger children learn how to pray and how to act reverently during Mass.
- Pupils in Years 5 and 6 apply for and are appointed to a range of roles of responsibility including a chaplaincy team. Older pupils have a clear understanding of their call to serve others.
- The school has recently introduced the Catholic Pupil Profile to the school. Each class has a values tree on which are hung examples of pupils living out the values of the Catholic Pupil Profile. Pupils are able to explain how they can be grateful and generous in their lives. For greatest impact, the timing of the introduction of the other values included in the Catholic Pupil Profile would best be in accordance with timetable set out by the Diocesan Education Service.
- Pupils in upper Key Stage 2 take part in a variety of experiences to learn about vocations to the religious life and service to the Church through; visits to the seminarians at Oscott seminary, attendance at the Coventry Catholic Schools' Vocations Mass, visits from parish church cleaners, flower arrangers and Eucharistic ministers, visits from religious sisters, the parish priest and the parish deacon. Consequently, the older pupils have a developed awareness of Christian service and vocation.
- Assemblies, class worship and RE lessons encourage pupils to ask 'What is God calling me to do?' However, younger pupils in Key Stage 1 and lower Key Stage 2 are less able to articulate what vocation means in their own lives.
- Pupils are interested in the religious beliefs and cultures of others but minimal teaching takes place to explore these topics with pupils.
- Interviews with a limited number of children have enabled pupils to contribute to the evaluation of the Catholic life and mission of the school. This consultation now needs to be extended to a wider range of pupils.

## **LEADERSHIP**

### **Leadership of Catholic life and Collective Worship**

- Leadership of Catholic life and collective worship is good.
- The senior leadership team have put in place a comprehensive support programme for newly qualified staff in a Catholic school. Priority has been given for newly qualified teachers to attend diocesan training about teaching in a Catholic school. The headteacher has shadowed this training which has enabled her to continue to fully support staff in line with diocesan expectations. As a result, both Catholic newly qualified teachers and newly qualified teachers of other faiths or none feel well supported in delivering collective worship. They understand that the school has 'one guiding ethos' based on Catholic values and conduct themselves as teachers in accordance with these values.
- The headteacher has produced an excellent collective worship guidance document which provides clarity of knowledge and expectations for all staff. As a consequence, all staff are aware of their roles and responsibilities to deliver high quality collective worship in the school.
- Leaders and governors follow relevant guidance from the Diocesan Education Service and use is made of the Catholic Education Service documentation when appointing new staff.
- Leaders of the school set performance management objectives for all staff that are focused on the Catholic life of the school and the Religious Education of the pupils. Governors ensure that the headteacher's performance management includes a target related to the Catholic life of the school. These targets reflect the priority that the leaders and governors give to the Catholic life and teaching of RE within the school.
- Link governors are established in the school and each governor is paired to a specific class. The parish priest is link governor to the RE coordinator's class. As a result of a formal monitoring meeting which focused on an RE book scrutiny, training was given to staff with a focus on teaching pupils about learning from RE. This has resulted in improved staff written and oral responses to pupils' work in RE.
- Governors are monitoring the Catholic life and collective worship of the school in many informal ways and in some formal ways at their link governor meetings. Findings from these activities are reported back at full governors' meetings. These reports inform governors' understanding of the strengths and weaknesses of the school in RE, collective worship and Catholic life. This evaluation of the school would be enhanced by more regular and robust formal monitoring by governors.

## **RELIGIOUS EDUCATION**

### **Leadership, outcomes from and provision for religious education**

- The leadership, provision and outcomes for pupils in RE are good.
- Leaders monitor the provision and outcomes of RE through a range of activities such as lesson observations, book scrutinies, planning reviews and pupil interviews. Although these activities have influenced future planning for RE they need to be planned more regularly throughout the school year to have greater impact.

- Leaders have correctly identified pupils' learning from religion as an area for development in the school. This has now formed a key objective in the RE action plan for this school year.
- Class teachers conduct systematic summative assessments of pupils' work against diocesan and national criteria. Analysis of this data by senior leaders, the subject leader and class teachers directly informs both teaching and learning. Attainment of pupils is in line with diocesan expectations in all age groups but is high in Years 6 and 4. Attainment improves as pupils move from Key Stage 1 to Key Stage 2. The school has accurately identified key groups; boys/girls/disadvantaged pupils in some classes that have lower attainment in comparison to their class cohort. This data now needs to be formally shared with all governors.
- Progress in RE in upper Key Stage 1 and in Reception class was less rapid than in Key Stage 2 in the last academic year. The recent appointment of permanent teachers in each class has already shown clear signs of addressing this issue.
- The new subject leader regularly attends diocesan cluster meetings and implements most of the resources developed by the Primary RE Adviser. Good use has been made of the diocesan produced resource *Developing Thinking Skills in RE*. As a result of this pupils are challenged with a wide variety of tasks in their RE work.
- Teachers effective planning, using the diocesan RE curriculum strategy *Learning and Growing as People of God*, engages pupils and develops their knowledge, skills and understanding in RE. As a consequence of good teaching most pupils make good progress in RE.
- The RE subject leader, in collaboration with the staff in the Nursery class, developed the planning and delivery of the RE curriculum in Nursery last year. This has resulted in pupils starting Reception class this year with much higher attainment in RE than in previous years.
- Pupils view their RE books as 'precious' and their 'gift to God.' These values mean that pupils of all ages take pride in their RE work, present their work well and try to do their best.
- Teachers regularly ask thought provoking questioning of pupils and set a range of differentiated tasks in RE. The frequency of such questions and tasks varies between year groups. As a result, the vast majority of pupils are engaged and interested in learning.
- Pupils work collaboratively together and are respectful of each other's contributions during lessons. This enables most pupils to share their ideas and justify their religious views and beliefs to others with confidence.
- The marking of pupils' work is predominately directed at developing their understanding of RE and seeks to engage them in questions about the meaning and purpose of what they have learnt. This is especially evident in upper Key Stage 2, where there is a strong dialogue between the teachers' comments and the pupils' responses. In some cases though marking can focus on literacy skills rather than the skills, knowledge and understanding of RE.
- Teachers often relate the RE knowledge being taught to everyday situations and to pupils' own experiences. As a result, the large majority of pupils are able to make clear connections between what they learn in RE to how they should live their lives.

## Recommendations

**In order to improve the school should:**

- Support pupils of all ages to organise and lead collective worship.
- Improve the specific knowledge and understanding of Christian vocation by pupils in Key Stage 1 and lower Key Stage 2.
- Increase the amount and quality of formal monitoring of Catholic life and collective worship by governors and senior leaders.
- Strategically plan teaching and learning about cultural diversity and other faiths across all year groups. Enable pupils to engage with their own and others' beliefs and values.