



Catholic Schools Inspectorate inspection report for **All Souls' Catholic Primary School**

URN: 103724

Carried out on behalf of the Most Rev. Bernard Longley, Archbishop of Birmingham on:

Date: 30 November - 1 December 2022

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- The head teacher, senior leadership team, staff and governors have a clear, Christ-centred vision and are committed to promoting the school's mission. The school is, therefore, a happy and joyful community, evident in the excellent relationships at all levels.
- The pupils at All Souls' are happy, confident, and respectful. Their behaviour and attitudes to learning are good.
- Pupils participate enthusiastically in prayer and liturgy, which are central to the life of the school. The utmost reverence is given to the Word of God during lessons and worship.

- Parents are overwhelmingly supportive of the school and value the close links with the Parish. They appreciate the high expectations set by the school and the care staff give to the wellbeing of all pupils.

What the school needs to improve:

- Ensure pupils develop their knowledge of the Church's liturgical year and traditional prayers for each year group.
- Give pupils time to reflect and deepen their responses in religious education lessons through skillful teacher questioning.
- Provide pupils with more opportunities to systematically participate in evaluating the quality of prayer and worship and the school's Catholic life to drive further improvements.

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:.....

2

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



All Souls' school is a joyful community where pupils feel cared for and are happy and respectful. They experience excellent pastoral support in a caring and nurturing environment, resulting in pupils being confident and happy learners. The school mission statement is known and lived out by the whole school community. Staff and pupils are proud to be part of this supportive family where Christ is at the centre. Pupils are confident in articulating what it means to be in a Catholic school, and they recognise the enriching, inclusive community in which they learn. This is clear in their excellent behaviour, respectful care for one another, and practical concern for those in need. Pupils live out the mission and demonstrate their understanding of the importance of service by prioritising the needs of others. This is shown in their focus on outreach and support for others. Currently, staff initiate the 'raise and serve' outreach projects, but pupils must be given greater responsibility for choosing their projects. Behaviour across the school is good due to the positive relationships at all levels, rooted in a love of God. Pupils respect staff and each other, benefitting greatly from the care and support they receive from dedicated staff. Consequently, pupils feel safe and valued and develop a sense of belonging. This is reflected in their motivation to work hard and achieve well.

There are good relationships between the parish and school; because of this, pupils participate enthusiastically in a range of ministries at Mass each week. Pupils talk confidently about the meaning of the mission statement and how Christ is their light who leads them out of darkness into the light. They understand that God always listens to their prayers and that Jesus guides them daily, showing them the way. The Word of God is central to the school's life, seen in prayer, liturgy, and lessons. As a result, pupils recognise its importance in their everyday lives and live out the mission as a child of God. Staff are excellent role models and witnesses to the

Catholic faith. They are committed to the school's mission, which is evident in how they support each other and the love and care they show pupils. A love of Jesus is at the heart of the school; consequently, the school is welcoming and fully inclusive to all. Parents recognise and value the welcoming nature of the school and the family feel. As one parent commented to inspectors, 'The school promotes acceptance, tolerance and an understanding of others and these qualities are modelled by staff.'

There is a firm commitment at all levels to promote and support the school's Catholic life, resulting in real pride in their Catholic mission. Leaders and governors are ambitious for the Catholic Life of the school, which they see as a priority. Governors know the school well and offer appropriate challenge and support, ensuring that developments are well-targeted and lead to improvements. Many governing body members, along with the head teacher, regularly attend Mass at church, helping to ensure that parish links work well. Leaders are seen as positive role models and witnesses to the faith. Parents recognise the school's 'wonderful Catholic ethos' and the 'strong links with the church'. They describe the head teacher as 'a fantastic role model for the children.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

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

2

Leadership

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

2



Pupils enjoy their religious education lessons and are motivated to do their best. Because staff have high expectations, the work in pupils' books is of a good standard and well presented. Behaviour in lessons is good, with most pupils on task and actively engaged in their learning. Recent diocesan training on creativity in religious education is currently being implemented in lessons, resulting in engaging and creative lessons being planned, with pupils working both independently and collaboratively and concentrating well. In most lessons, there is a good balance between teacher and pupil discussion, which results in well-paced learning and further ensures pupils' active engagement. Pupils enjoy discussing their learning and can articulate their knowledge using age-appropriate specialist vocabulary; for example, in Early Years, children can talk confidently about the Advent Wreath and how 'it goes round and round, showing us that God's love never ends. He loves us forever.' Bible readings are a key part of many lessons, and pupils can quickly find the appropriate Bible references. This has led to good knowledge of key Bible stories by all pupils. By the end of Year 6, many pupils meet, and some exceed diocesan expectations. Significant groups of pupils across the school make good progress, and most lessons are planned to meet pupils' needs, particularly those with special educational needs or disabilities (SEND), who are provided with appropriate support to succeed in lessons. Attainment in religious education compares favourably to other core subjects.

Teachers have good subject knowledge and are supported well to develop their teaching by the subject leader. They are enthusiastic about how they can inspire and motivate pupils in their lessons, resulting in pupils who are developing secure knowledge and skills appropriate to their year group. Teachers recognise and value the importance of religious education as a core subject and communicate this to pupils who highly value their lessons and can articulate

how religious education helps them to 'be a better person and be forgiving, like Jesus'. Teachers' questioning in lessons is effective in some classes, and pupils respond appropriately. At other times, however, questions lack challenge and do not contribute as effectively to pupils' learning. Good praise and feedback are given to pupils, resulting in them knowing how to improve their work. Additional adults are well-deployed and provide effective support to pupils.

The subject leader is an excellent role model for teaching and learning in religious education, highly effective in the support she offers to staff. Governors have a good understanding of standards through various monitoring activities and ensure that strategies are in place to address areas for development. The Catholic ethos committee have recently been involved in self-evaluation, meaning governors are clear on the strengths of the school and the areas for development. Less experienced staff are also supported well and can seek advice and help from the subject leader, head teacher and others. Leaders are committed to training all staff, which is seen as a key element in developing them to ensure all pupils receive high standards of teaching. All staff, particularly the most recently appointed, benefit from excellent support both for their own spirituality and also to secure their subject knowledge, resulting in good outcomes for pupils. Leaders and governors ensure that religious education meets the needs of different groups of pupils; they have recognised a disparity between the achievement of boys and girls and have implemented strategies to address this difference.

Collective worship

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

Collective worship key judgement grade:.....

2

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



Prayer and liturgy are central to school life, and praying together is part of the daily experience for all pupils and staff. Pupils' attitudes towards collective worship are reverent and positive; pupils engage well in prayer and are respectful because it is well-planned and contains clear messages. Prayer often creates a sense of awe and wonder. Themes for prayer are often reinforced in lessons, ensuring all pupils understand them and can apply them to their lives. Pupils demonstrate confidence in praying in various ways, including quiet reflection, spontaneous prayer, and joyful singing. Scripture is always prioritised during prayer, with pupils showing respect for it. The Bible is given prominence during all liturgies. Although there is a focus on prayer following the liturgical cycle, pupils are not clear on its structure or the Catholic prayers to be said at different times of the year. Pupils are confident in planning and leading worship and are supported effectively by teachers and other staff to do so, although the level of expertise varies in different classrooms; consequently, most pupils are skilled in preparing prayer, which is age appropriate for their peers. Pupils in Reception have prayer partners in Year 6 who are excellent role models for the younger children in planning prayer and liturgy.

A pattern of prayer throughout the day is embedded throughout the school, meaning pupils recognise and value the importance of prayer as the opportunity to talk to God. There is a genuine enthusiasm for prayer, which is also reflected in the quality of communal singing. Pupils confidently participate in many roles, such as altar servers, readers, and offertory procession. The chaplaincy team monitors prayer areas and suggests improvements to ensure they remain liturgically in season at all times. Class prayer areas are consequently of high quality, relevant and attractive, sometimes displaying pupils' own prayers. The chaplaincy team act as good role models for the younger pupils in the school by supporting and leading

prayer. Prayer bags are organised by the chaplaincy team, which are sent home each week, encouraging families to pray together. Staff are also excellent role models of prayer - they confidently model how to pray, resulting in consistently good pupil engagement in acts of worship. Staff and pupils create a calm, prayerful atmosphere using various prayer types by using calming music and candles as focal points.

Clear expectations regarding the progression of the planning and delivery of prayer are in place and are set out in policy. This is followed by all staff, providing pupils with the skills they need to lead age-appropriate and engaging worship. Pupils are clear about the structure of prayer and can clearly describe the different components of gathering, listening, responding, and going forth. Prayer and liturgy are given high priority by leaders and governors in terms of planning, delivering, and resourcing. Leaders are models of good practice for staff and pupils in planning and providing quality acts of worship. Staff training is highly prioritised, and staff feel well supported in their understanding of prayer. This results in all staff being confident in planning and leading quality acts of worship. Prayer has a message and purpose; themes for Masses and assemblies always reflect the liturgical calendar. Leaders and governors monitor and review prayer and liturgy as part of the self-evaluation process, which feeds into school improvement plans so that the school's monitoring cycle leads to a further rise in standards.

Information about the school

Full name of school	All Souls' Catholic Primary School
School unique reference number (URN)	103724
Full postal address of the school	Abercorn Road, Chapelfields, CV5 8ED
School phone number	02476 675 836
Name of head teacher or principal	Andrew Cooke
Chair of governing board	Shirley Langford
School Website	https://allsoulsschool.co.uk/
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	November 2016
Previous denominational inspection grade	2

The inspection team

Bernadette Corbett

Lead inspector

Joseph Bridgewater

Team inspector

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