



Archdiocese of Birmingham

Section 48 Inspection Report

SS JOHN AND MONICA CATHOLIC PRIMARY SCHOOL

Chantry Road, Moseley, Birmingham, B13 8DW

Inspection dates:

20th - 21st November 2018

Lead Inspector:

Mark Hinton

OVERALL EFFECTIVENESS:

Outstanding

Catholic Life:

Outstanding

Religious Education:

Outstanding

Collective Worship:

Outstanding

Overall effectiveness at previous inspection:

Outstanding

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is an Outstanding Catholic school because:

- The school leaders and governors are absolutely determined in the way they promote the Catholic Life of the school. The mission statement is truly at the heart of the school and is relevant to everyone. The entire community understands and upholds this mission.
- The headteacher is a dedicated and highly effective Catholic school leader. She has a strong and purposeful vision for the Catholic life of the school and, together with the acting deputy headteacher, takes a hands on approach to ensuring the highest standards of Catholic Life are maintained.
- Teachers' strong subject knowledge in Religious Education and their expertise in terms of questioning and challenging pupils leads to positive outcomes for all groups. Pupils thoroughly enjoy their Religious Education lessons and readily make connections between their own lives and the teachings of Christ.
- As subject leaders for Religious Education, the headteacher and acting deputy headteacher provide highly effective support to all staff in order to ensure Religious Education lessons are of the highest standard. Training and development for staff, together with feedback and support, help to ensure the provision is constantly improving.
- The worship and prayer life of the school is very well led. Times of prayer are inspirational and uplifting. Pupils respond with respect, reverence and devotion and all adults set an extremely positive example.
- The school has a very strong link with the parish. There is an excellent relationship with the parish priest who has a regular presence in the school. This strong relationship is of great benefit to both the school and the parish.

FULL REPORT

What does the school need to do to improve further?

- Implement a more bespoke system for recording and reporting its monitoring and evaluation, to enable the school to challenge itself even further, particularly in Catholic Life and Collective Worship.
- Involve pupils more systematically in the monitoring and evaluation of Catholic Life, Religious Education and Collective Worship so that they can help to lead planned improvements themselves.
- Increase the proportion of outstanding teaching in Religious Education through the continuing professional development of staff and the effective induction of new staff.

THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school.	Outstanding
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	Outstanding
The quality of provision for the Catholic Life of the school.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.	Outstanding

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.

- The pupils have an in depth knowledge and understanding of the school's mission statement, which enables them to 'learn through the example of Jesus to love, respect, understand and value each other.' This is because of the excellent example that is set for them by the staff of SS John and Monica. No opportunity is missed to discuss, explain and affirm the school's mission statement. Even the youngest pupils can confidently explain what it means to them in their daily lives. A particular strength of the school's mission statement is its relevance to the entire, diverse community at SS John and Monica.
- The pupils' deep understanding of the mission statement is reflected in their kind and thoughtful behaviour throughout the school day. Pupils are extremely well behaved, kind and polite towards everyone they meet and towards each other. They are excellent ambassadors for the school and its mission and they make a significant contribution to the harmonious learning environment.
- Pupils of all faith backgrounds participate enthusiastically in the Catholic Life of the school. For example, they participate in the choral outreach programme led by St Chad's Cathedral where they learn a variety of new hymns and religious songs. In Lent and Advent pupils come up with creative ideas to raise money for charity and put these initiatives into action before deciding which causes to donate their fundraising to. The recently introduced Tolkien Service Awards, launched with other neighbouring Catholic schools, provide reward and recognition for pupils' contribution to the Catholic Life of the school.
- The staff and governors of the school are deeply committed to its Catholic Life. They participate wholeheartedly in staff and governor retreats, together with the parish priest. Staff regularly lead prayers for each other. All staff set a very

positive example through their kind and supportive care for the pupils and each other.

- The environment of the school is meticulously well maintained and provides a peaceful and spiritual space to learn and work in. There are many attractive religious displays throughout the school that invite thought and reflection. Pupils' work is given high status and is displayed in an attractive way for everyone to celebrate. The Catholic Schools' Pupil Profile is prominent and is on display in all of the classrooms, where the current virtues for the half term are highlighted.
- The pupils respond very positively indeed to the school's chaplaincy provision. They are extremely proud of Father Dominic, the parish priest, and they greatly value and respect him. They know and understand how he helps to bring them closer to God.
- The parish priest is deeply committed to the school and celebrates Mass every week for the whole school. He also makes regular visits to the classrooms to support the teaching of Religious Education, hear confessions, supports the delivery of the sacramental programme and serves as a foundation governor. The school has a very strong link with its sister primary school within the parish and there are many shared events such as retreat days throughout the year.
- The pastoral care of pupils and their families is of the highest importance to everyone at SS John and Monica. Leaders and staff are relentlessly focused on ensuring every child and family is well supported and cared for. The pupils and their parents feel valued and well looked after by the school. This strong commitment to pastoral care is reflected in the happy, respectful and tolerant community that thrives at the school.
- The school has complemented the 'All That I Am' programme for relationships and sex education by implementing an additional scheme that fully meets the requirements of the national Catholic Education Service relationships and sex education audit.
- There is a strong culture of vocation within the school. As well as regular 'Vocations Weeks,' there are thought provoking displays around the school and regular links are made throughout the whole curriculum. One child explained this as, 'trying to devote ourselves to what God is calling us to do', whilst another said, 'my vocation is to be loving and compassionate and I'm really glad God gave me these gifts.'
- The school provides several opportunities for pupils to learn about other faiths and cultures. Visits to places of worship for other faiths are a planned feature of the curriculum. Parents value this provision and feel that it helps to deepen the strong 'family' culture of the school in an atmosphere of mutual respect and tolerance.

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

- The headteacher and acting deputy headteacher are dedicated and inspirational Catholic leaders who are very highly regarded by the community at SS John and Monica. As a result of this strong leadership, all staff are highly motivated to help the pupils thrive in a respectful, tolerant and loving community.
- The leaders have an accurate and up to date understanding of standards in Catholic Life. They are quick to respond to any areas that need improving and ensure that action is taken. The positive relationships that exist between staff and leaders help to ensure that improvements are made quickly when they are needed. Leaders are aware that formalising the record keeping of some aspects of Catholic Life monitoring is an area that could be developed more at the school.
- Leaders are supported in their self-evaluation of Catholic Life by a dedicated link governor. Regular monitoring visits to the school by the link governor help to provide a valuable input to the self-evaluation of this area.

- The headteacher and deputy headteacher treat the Catholic Life of the school with the utmost importance and lead this area very proactively. The provision for Catholic Life is outstanding because it is constantly being checked on and improvements are quickly made wherever necessary.
- Leaders ensure that the Catholic Life of the school features prominently in curriculum planning in all areas. In all lessons, links are made to the Catholic Life of the school and the environment reflects this in terms of displays and artefacts.
- Effective induction systems help to ensure new members of staff are able to contribute to and uphold the Catholic Life of the school. Newly Qualified Teachers all complete the Diocesan induction programme. All teachers are actively encouraged to complete the Catholic Certificate in Religious Studies, with many taking on this additional commitment.
- Parent’s views are actively sought through surveys and questionnaires. The views of parents are thoughtfully responded to and parents said that they felt listened to by the school.
- Leaders, supported by the staff, are very skilled at upholding the strong and distinctively Catholic culture of the school whilst ensuring the school is inclusive and accessible to the entire community. The strength of this work is reflected in the very harmonious community that thrives at the school.

RELIGIOUS EDUCATION

The quality of Religious Education.	Outstanding
How well pupils achieve and enjoy their learning in Religious Education.	Outstanding
The quality of teaching, learning and assessment in Religious Education.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	Outstanding

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

- Almost all pupils make good progress throughout Reception Class, key stage 1 and key stage 2. Many make outstanding progress because teachers carefully use assessment information to match their teaching to pupils’ needs. Attainment outcomes in Religious Education are consistently strong with the very large majority of pupils meeting Diocesan expectations by the end of key stage 2 and many exceeding these expectations.
- All groups of pupils in the school make strong progress and there is no consistent variation in rates of progress or attainment between any groups of pupils. There are very effective arrangements in place for the moderation of pupils work and this helps teachers to have an accurate understanding of the next steps needed in the pupils’ learning. Teachers’ judgements are additionally moderated with other local Catholic schools to ensure accuracy and consistency.
- In all of the lessons observed, teachers’ strong subject knowledge was a strength because it enabled them to fascinate pupils and stimulate very mature and thoughtful responses from all age groups. For example, in one lesson about the Baptism of the Lord, the teacher helped the pupils to use a detailed analysis tool to interpret the Gospel. In another lesson, pupils were asked to balance the challenges and rewards of Discipleship through a group discussion activity.

- Strong subject knowledge and teaching is a feature of the Religious Education provision at SS John and Monica. In one lesson, observed with some of the younger pupils in the school, the teacher thoughtfully connected the learning to a prior visit made by the pupils to the parish church. The pupils used photographs they had taken in the church to help them think about how artefacts there help us to pray.
- Additional adults make a very valuable contribution to lessons in Religious Education. They provide valuable support for all pupils and help to ensure that individual pupils' needs are met. As a result, pupils are highly engaged and motivated and able to confidently tackle the often challenging work that is set for them.
- Teachers have very high expectations of pupils' work and behaviour in lessons. They create very positive learning environments for the pupils and consequently pupils' attitudes to learning in Religious Education are exemplary.
- Pupils are very enthusiastic about Religious Education and they are very attentive in lessons. One pupil described their Religious Education book as their, 'gift to God' because the lessons are so special and important.
- The majority of pupils' work is neatly and carefully presented but there is scope for further improvement in some classes.
- Marking and feedback in all classes is a key strength of the school. All staff mark books in detail and ask carefully targeted questions of each child. Pupils are very diligent in responding to their marking. As a result, their learning in Religious Education is deepened by thoughtful follow up tasks that build upon their work in lessons.
- Pupils undertake their own self-assessment of their learning at the end of lessons. Leaders recognise that this could be developed further, in order to build upon the exemplary standard of marking and feedback from teachers.

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

- The subject of Religious Education is very well led jointly by the headteacher and the acting deputy headteacher. They both have the highest expectations of staff, pupils and themselves and are determined in their drive to ensure Religious Education is given the highest possible status. The leaders demonstrate great insight and sensitivity in order to ensure that Religious Education is both relevant and accessible to all pupils in the school. This careful thought and planning, together with strong and effective relationships with parents, results in very positive outcomes for pupils.
- Where areas for improvement are identified for specific year groups, the subject leaders take rapid and supportive action to ensure the provision is improved. Similarly, the subject leaders carefully monitor assessment outcomes for each class and analyse the results in order to ensure all groups of pupils make strong progress. They have a very accurate and up to date knowledge of the attainment and progress of pupils in all classes and provide detailed guidance to staff on how to meet the pupils' needs. As a result, many pupils make outstanding progress in Religious Education.
- The monitoring arrangements for Religious Education are robust with regular lesson observations, learning walks, pupil surveys and book scrutiny. The subject leaders have recently introduced additional follow up lesson observations to help ensure targeted support can be provided where most needed. As a result of this hands-on approach to the leadership of Religious Education, standards of learning and teaching are outstanding.

- Governors are provided with regular updates about pupils' attainment and progress in Religious Education and they have an accurate knowledge of the strengths and areas for development in the school. There is an individual link governor for Religious Education who undertakes monitoring with the subject leaders and contributes, with the governing body, to the school's self-evaluation and action plan.
- The school leaders and governors fully meet the requirements of the Bishop's Conference. They ensure that Religious Education is given a very high status in the school at all times and is given at least 10% of curriculum time.

COLLECTIVE WORSHIP

The quality of Collective Worship.	Outstanding
How well pupils respond to and participate in the school's Collective Worship.	Outstanding
The quality of Collective Worship provided by the school.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	Outstanding

How well pupils respond to and participate in the school's Collective Worship. The quality of Collective Worship provided by the school.

- Mass is celebrated every week in school for the entire community. It is extremely well supported by parents and parishioners. Parents of all faith backgrounds attend Mass because they feel that the school is 'a family' and they understand the centrality of the celebration of Mass to the Catholic Life of the school. The parish priest works in complete partnership with the school to ensure that Mass is relevant and engaging for the pupils and the entire community.
- Pupils are actively involved in every aspect of the Mass. They read, volunteer to sing in the choir, act out the Gospel and take on positions of responsibility. They are totally attentive and quickly make connections between the Gospel and their own actions and words.
- Acts of Collective Worship at SS John and Monica are immersive and engaging for the pupils and evoke sensitive, thoughtful and reflective responses from them. All pupils, regardless of their religious background, make powerful connections between the teachings of Christ and their own lives and beliefs. In a whole school assembly, led by the headteacher, the pupils offered thoughtful and heartfelt responses to the Gospel. Many explained how they could help other people by having 'Jesus in their hearts.'
- Pupils pray with great reverence and sing enthusiastically. The school has a partnership arrangement with their peripatetic music teacher who plays the piano during Mass. This creates a very joyous and spiritual atmosphere, which enhances the heartfelt singing from the pupils.
- There are regular opportunities for pupils of all ages and faith backgrounds to join special Sunday parish Masses organised as part of the sacramental programme. Pupils from various classes volunteer to support these Masses as choir members. These joint celebrations between school and parish emphasise the strong and effective relationship that exists between the two.
- All staff give Collective Worship the highest possible status and are very positive role models for the pupils. This is evident in the prayerful and uplifting atmosphere that abounds in all acts of Collective Worship and the obvious reverence and respect shown by adults and pupils alike.

- Pupils have a rapidly expanding knowledge of traditional prayers of the Church and the school has carefully mapped out the Diocesan 'Teach Us to Pray' document across the curriculum for each year group. As a result, pupils speak confidently about the traditional prayers they have learnt.
- Pupils value and understand the role of a wide range of approaches to prayer. They understand that prayer 'brings them closer to God' and explained that they have lots of opportunities to pray at school. During the inspection, they prayed with great reverence during silent prayer and reflection time in the headteacher's assembly and prayed spontaneously during a pupil-led act of Collective Worship.
- The pupils have a very solid understanding of the liturgical year as a result of the wide range of opportunities provided for Collective Worship throughout the year. Pupils could readily describe the various liturgical seasons and made connections to the acts of Collective Worship linked to them, for example the popular retreat days in Advent and Lent that have Collective Worship as a central feature.
- The school provides fortnightly opportunities for pupils to plan, organise and lead their own acts of Collective Worship. A very moving example of pupil-led Collective Worship was seen during the inspection that was prepared and presented by the pupils in a mature and reflective manner. The school leaders and staff have a strong commitment to empowering pupils to organise their own acts of Collective Worship. Pupils are responding well and steadily improving their ability in this area.
- The pupil-led Chaplaincy Team are an active group within the school. They have undertaken monitoring of the prayer areas throughout the school, together with the parish priest. They also help their classmates with the organisation of pupil-led Collective Worship. Expanding their monitoring role will help to involve pupils even more fully in the monitoring and evaluation of Collective Worship.

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

- High quality, relevant and spiritually moving acts of Collective Worship are firmly at the heart of SS John and Monica. They are carefully and thoughtfully planned and organised because the leaders, together with the entire staff, see prayer and worship as the beating heart of the school family.
- School leaders have the knowledge and skills to be able to deliver meaningful Collective Worship that invokes very thoughtful and mature responses from the pupils. Pupils are given very precise messages at these times of prayer and worship and can readily explain how the teachings of Christ are relevant to their daily lives. The pupils can give numerous examples of how they have 'learnt through the example of Jesus.'
- The school leaders proactively monitor and evaluate Collective Worship throughout the school and provide one to one and whole staff feedback as necessary. Any areas for development are quickly identified and the necessary challenge and support is provided in order to address them. Leaders recognise they could develop even more bespoke monitoring systems that will help the school to continually improve the Collective Worship provision.
- The Governors have an accurate knowledge and understanding of the quality of Collective Worship provided by the school. Many of them attend Masses and assemblies on a regular basis. The designated link governor for Collective Worship comes into school on a regular basis to monitor the provision and works with leaders and the governing body on the school's self-evaluation and action plan.
- The headteacher is a very visible leader of Collective Worship and acts as a very positive role model. She has an in-depth knowledge and understanding of the

community she serves and works with great sensitivity to ensure that the Collective Worship she and others provide is relevant, accessible and engaging.

- The school works thoughtfully to involve families in the prayer life of the school, for example by providing prayer bags and open invitations to Collective Worship. The response of families is very positive indeed and is a testament to the care and effort put in by the school.
- The spiritual formation of governors, staff and leaders is given very high status. Regular retreat days for staff, governors, leaders and the parish priest are a planned feature of the school's action plan.

SCHOOL DETAILS

Unique reference number	103478
Local authority	Birmingham
<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	Voluntary Aided
Age range	4-11
Gender of pupils	Mixed
Number of pupils on roll	211
Appropriate authority	The governing body
Chair	Paul Foster
Headteacher	Melanie Elliott
Telephone number	0121 464 5868
Website address	www.stjonmon.bham.sch.uk
Email address	enquiry@stjonmon.bham.sch.uk
Date of previous inspection	11 th & 12 th November 2013

INFORMATION ABOUT THIS SCHOOL

- The school is a smaller than average primary school. It serves the parish of SS John and Martin in Moseley. The deprivation indicator for the school is higher (more deprived) than the national average.
- The percentage of Catholic pupils is currently 17%.
- The percentage of disadvantaged pupils is significantly above the national average.
- The percentage of pupils with special educational needs and/or disabilities is significantly above the national average.
- The percentage of pupils from minority ethnic origins is significantly above the national average.
- The percentage of pupils with English as an additional language is significantly above the national average.
- Attainment on entry is below age related expectations.
- Since the last inspection a new headteacher was appointed in September 2017.
- Since September 2018 the headteacher and acting deputy headteacher have led Catholic Life, Religious Education and Collective Worship.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors – Mark Hinton and Dominic Collins.
- 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 chair of governors, the Catholic Life link governor, the headteacher, the Religious Education subject leaders (headteacher and acting deputy headteacher) and the parish priest. Parents were spoken to informally at the school gates.
- The inspectors attended a whole school Mass, pupil-led Collective Worship and a whole school, led by the headteacher. They undertook a learning walk 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 Catholic Life, Religious Education and Collective Worship action plan, teachers' planning and assessment notes.