



# Archdiocese of Birmingham

## Section 48 Monitoring Visit

## ST GEORGE AND ST TERESA CATHOLIC PRIMARY SCHOOL SOLIHULL

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Inspection Date 20th May 2013  
Reporting Inspector Mr Joseph Skivington

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	251
Appropriate authority	The governing body
Chair of governors	Monsignor Canon J D McHugh
School address	Mill Lane Bentley Heath Solihull B93 8PA
Telephone number	01564 774906
E-mail address	office@stgandt.solihull.sch.uk
Date of previous inspection	June 2008
DFE School number	334/3503
Unique Reference Number	104101

**Headteacher** Mr Des Foxon

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DIOCESAN EDUCATION SERVICE





June 2013

Diocesan Education Service,  
Don Bosco House,  
Coventry Road,  
Coleshill,  
B46 3EA

Mr Des Foxon  
Headteacher  
St George & St Teresa Catholic Primary School  
Bentley Heath  
Solihull  
B93 8PA

Dear Mr Foxon

Section 48 Monitoring inspection: May 20<sup>th</sup> 2013

Thank you for the welcome you, your staff and pupils gave to me when I inspected your school on Monday, May 20<sup>th</sup> and for the information you provided both before and during the inspection. I am grateful for the time given by all including the Foundation governors and parish priest/RE link governor in speaking with me.

The inspection was a "light touch" monitoring inspection because your school was judged at the last section 5 inspection to be an outstanding school and because it is now five years or more since you last received a section 48 inspection.

The purpose of the inspection was to assess the quality of the school's self-evaluation and improvement planning for Catholic life and religious education. In order to make this judgement I read school documents, including a summative self-evaluation, interviewed senior leaders, governor representatives, the subject leader for RE, and Year 6 pupils, observed one lesson, and looked at a sample of pupils' written work. In addition, I gathered evidence of some of the outstanding practice in the school as part of a diocesan wide survey of good practice in Catholic life and religious education.

### **Catholic Life**

In its self evaluation documents St George and St Teresa School judges its overall effectiveness to be outstanding and to have maintained and developed the very high quality of education it has provided its pupils since its last inspection. The evidence from this monitoring visit amply validates the school's assessment of its effectiveness. The quality of the provision for Catholic life and collective worship is outstanding, as is the pupils' own contribution to the Catholic life of the school, and their outstanding response to, and involvement in collective worship. The school council and the class councils focus particularly on how they can improve and better their Catholic life and feed this back to the leaders and managers. So for example responding reflectively to questionnaires, interpreting the school mission in their own words and ideas, and being very much involved, together with governors and staff, in the exhaustive and detailed preparation since January for the long awaited parish/school mission in September. They also take responsibility for the religious environment of the school, renewing the class prayer tables and colourful displays to link with the Church's liturgical year. The preparation for Mass and other liturgies is also their responsibility, and they receive regular affirmation and feedback on quality and impact.

There are very effective and deeply embedded monitoring and evaluation processes which the school consistently employs; processes which are both accurate and reliable in providing a picture of the quality of the Catholic life of the school, but more importantly have become a vital and successful strategy for improvement. The school has undergone fruitful diocesan training on collective worship, and the governing body have benefited from the governors' course run by the Birmingham Catholic Partnership. As a result they are very much hands on and knowledgeable about the Catholic ethos, because they know what to look for and what questions to pursue. They play an active part in every scrutiny and review, contributing significantly to the school's self evaluation process. The link governor, who is also the parish priest, is a very experienced and wise counsellor both in terms of Catholic ethos and religious education. Governors are challenging and regular visitors to the school. Every aspect of school life comes under careful scrutiny and evaluation, so detailed are the structures and processes in place. For example, every main assembly on liturgy is responded to immediately by



a letter from the headteacher, addressed to the organising staff and pupils, both thanking and affirming, but also a reflection and evaluation of its impact. This is incredibly effective in planning for improvement for a similar event in the future. Similarly the Confirmation, Reconciliation and Holy Eucharist preparation was carefully reviewed and recorded regarding its strengths and weaknesses, as was last year's May procession, resulting in a better planned and effective celebration during the monitoring visit. These reviews are undertaken by pupils, parents and parishioners, and it is their feedback which is the success of these processes and their best guarantee for both accuracy and reliability. The spiritual development of staff and parents is also rightly the concern of the school. The staff and chair of governors are later this term to engage in a retreat visit to Alton Castle. The school rightly emphasises the importance of strong links with the parents and parish, with the result that their attendance at assemblies and liturgies is remarkable. This was evident in the large turn out of parents and parish at the May procession, despite it being a working day.

The outstanding leadership and management of the school is focussed and driven to seeking only the best for the spiritual development of pupils and staff, with the result that there is great attention to detail and a constant scanning for ways to do things even better, acting on highly effective processes for feedback, and close working with partner schools to record and share the best practice.

The opinions of governors, staff and pupils in conversation during the monitoring visit echoed the feedback they are constantly giving to the senior leadership team. They in their turn see how they can hone this feedback process too - to make it an even more effective partnership for growth.

### **Religious Education**

The quality of the school's self evaluation of religious education (RE) is outstanding. The progress and achievement of pupils, at both Key Stages, and including those with special educational needs, is outstanding, and attainment is above average. The provision for RE is outstanding. Teaching is consistently good over time with much that is outstanding. The quality of monitoring and evaluation of the impact of teaching, assessment and curriculum, including schemes of work, is outstanding. The partnership of headteacher and RE co-ordinator is a powerful one, forever scrutinising, observing, and reshaping the measurable objectives in the improvement plan as they are met. The RE co-ordinator, for example, frequently monitors the displays and prayer altars in classrooms and around the school so emphasising their importance. She has also drawn up a curriculum and subject audit which is already being implemented, to highlight how religious education can be extended and linked to other subjects through the use of the Golden Hour approach.

The processes for monitoring the quality of RE are robust. The RE link governor in particular, and the whole governing body, take a close interest in the subject. They contributed specifically to the school evaluation document, and to the school improvement plan, monitoring the latter continuously to see that the RE objectives are being met in the planned timescale. They question standards of attainment, set performance management targets, and are constantly seeking better ways to strengthen links with parents and the local community. The RE Inset days see everyone scrutinising the quality of the pupils' written work, or joining with cluster schools to encourage accurate assessment and tracking of progress, or promoting critical thinking skills in RE. Assessment follows the Archdiocesan 4-year rolling programme. The end of term assessments of all groups are analysed in detail. This attention to detail and how they can do better is the challenge and key to the school's outstanding effectiveness. All is recorded, and impact measured to provide accuracy and reliability. This is further supported by feedback from staff and pupils on the quality of their learning. Not only are lessons observed, but class assemblies also, and written feedback is given.

The outstanding outcomes are to a very large extent due to the leadership's reflective, self critical and careful approach, which learns from both successes and weaknesses, and is a highly reliable driver of excellence. The structures for promoting, monitoring, and evaluating Catholic life are known to everyone and in a real sense belong to everyone, including pupils and parents, whose constant feedback helps to validate the reliability of the processes.

Yours sincerely

Joseph Skivington  
Diocesan Inspector