



## Catholic Schools Inspectorate inspection report for St Osburg's Catholic Primary School

URN: 103711

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

Date: 5-6 October 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	1
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.....	1
Religious education (p.5) The quality of curriculum religious education.....	1
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	1
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	N/A

### Summary of key findings

#### What the school does well

- The school is led and governed with a focused and determined belief in the value of its Catholic life and mission, in partnership with the local parish.
- Excellent pastoral care means that pupils feel safe and secure in an extremely positive and loving community.
- Pupils are very well behaved and engaged in religious education learning.
- By the end of their time at the school pupils have made excellent progress in religious education and achieved a very high standard of understanding.
- Pupils are inspired to initiate events for prayer and worship, devising their own celebrations of the word in class and during lunch breaks.

What the school needs to improve:

- Develop existing planning to include a Catholic understanding of the curriculum as a whole, as well as through Catholic social teaching.
- Ensure that each pupil with special educational needs or disability (SEND) knows how to improve their work in religious education to help maximise their progress.
- Use the heritage of Catholic art to inspire prayer and reflection.

## 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:.....

1

### Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school .....

1

### Provision

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

1

### Leadership

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

1

The mission of St Osburg's to be a 'community of love, learning and growing in the image of Christ' is totally and actively embraced by pupils. They have a clear sense of belonging and of their roles in working with their teachers to create a well-ordered vibrant school where Jesus is at the centre and they are safe and secure. Pupils share great pride in the school's history in the mother parish of Coventry. Their behaviour is excellent because of their understanding of the need for mutual respect as fellow creations of God. Pupils are growing in knowledge of Catholic social teaching, responding eagerly and joyfully to the opportunities afforded to them for acts of charity on a parish and much wider level. Their enthusiastic acts of kindness, such as carol singing and gifts of plants at a local retirement home, bring understanding of the happiness which they can create. They develop an acute awareness of the need to protect the environment as God's creation, experiencing together the beauty of the countryside through school visits. Their eagerness to fulfil chaplaincy roles themselves is a major feature of the impact of the Catholic life and mission of this school.

The whole community at St Osburg's operates through its mission to be Christ-like. Catholic tradition and practice are the bedrock of this school. The stable staff team works conscientiously and explicitly in developing a rich Catholic understanding of life and learning. During times of change in the local area, new pupils are welcomed into the community with a generous heart. Staff plan creatively to provide for all pupils whatever their needs, vulnerabilities, and incapacities, because of their fundamental belief that all are created in God's image and likeness. There is a long-established high level of pastoral care working with families. Teachers are constantly aware of their role in modelling positivity and joyful behaviour. There are activities to mark saints' days. Learning environments are bright and supportive, and the role of scripture is clearly visible. Provision for chaplaincy is now at the well-developed stage where teacher input is immediately taken up by groups of pupils. The priest chaplain plays a much-valued role especially in preparation for the

sacraments. For the careful delivery of relationships, sex, and health education, using diocesan materials, the school has consulted parents and evaluated their responses.

Leaders and governors are totally committed to the school's Catholic mission, regard it as a key priority, and are confident in promoting it. The head teacher inspires pupils and teachers for joyful engagement and mutual support. There is a firm desire to be moving forward from an already excellent basis. Leaders ensure that monitoring of all aspects of Catholic life and mission become a way of life amongst the team of staff. There is a commitment to the learning of new skills in this area and the incorporation of initiatives such as 'Building the Kingdom' into forward planning. Governors successfully monitor and evaluate provision in their meetings. They are passionately supportive of the mission and well organised. Links with the parish are eagerly promoted, so that school and parish walk side by side. In response to the needs of the locality, senior leaders promote activities such as donations for pre-loved school uniforms and collecting contributions for a food bank, as well as for the local children's hospice. Parents are very supportive of the school; they respect and value the school's high level of commitment to their children. Staff work together as a long-standing team, united in their mission.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

### Pupil outcomes

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

1

### Provision

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

1

### Leadership

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

1

Pupils enjoy religious education and are fully engaged in lessons. They are keen to respond to challenging questioning, are curious, and motivated to do their best. Written work is of a very high quality. Pupils' books are respected as a 'gift to God'. Work is of a higher standard than in English books, and religious education supports the wider curriculum with a strong emphasis on the development of creativity, written accuracy, and vocabulary. Pupils are, for example, able to use a range of abstract nouns in the identification of qualities needed for discipleship. They work purposefully both independently and in groups. Progress is excellent by the end of Year 6 because teachers know the pupils' needs and support them to the hilt. This is achieved in the context of often minimal knowledge at the start of nursery, and also a changing school population. Pupils without English as their first language are given confidence to contribute in questioning so that they too make good progress. Pupils have very good knowledge recall. They value learning about other faiths, including from their peers. They consider that studying Bible passages is important because they 'teach you how to live'.

Schemes of work for religious education follow national requirements. Teachers are confident of skills and plan meticulously, making clear their expectations and adapting materials to pupils' needs. Support teachers are well briefed and very efficient. Questioning is used particularly effectively to develop prior learning. Pupils then progress very successfully through the tasks forming each lesson. Teachers work as a team and share strategies and resources generously, conveying positivity in their lessons. Learning is greatly supported by visual material including famous paintings, as well as songs. There are special competitions linked to religious education. Visits include to St Chad's Cathedral, Birmingham. Classrooms are stimulating and supportive environments, and achievement and effort are richly celebrated. Learning is carefully linked to liturgical seasons and supported by visual material, for instance for St Matthew's day and the Rosary month of October. Reflection, often based on work on the Bible's messages, forms a way forward

for spiritual and moral development. Moral dilemma in life, for instance, is a topic following work on Abraham's willingness to sacrifice his son Isaac. Learning about other world faiths is at the times of their great festivals, and pupils of those faiths make valued contributions.

Owing to the subject leader currently being on maternity leave, religious education has recently and temporarily been led by the head teacher, together with senior teachers, who constantly renew their your knowledge and teaching skills. The substantive subject leader is firmly in the forefront of provision. She analyses progress and sets developmental targets. In prioritising Catholic mission and the role of religious education within that, there is regular teacher and support staff training. Leaders seek develop their existing schemes of work through diocesan courses and work with other schools locally. Evaluation is constantly on their agenda in the belief that improvement is always possible. The recognition of lower achievement of boys and disadvantaged pupils leads to continuing successful emphasis on appropriate classroom strategies. Planning is in hand for further improvement in the progress of pupils with SEND. The use of data in leaders' analysis is hampered by the lack of a stable school population, given the changes in the local area. Governors are very knowledgeable about the subject requirements and ensure a minimum of 10% of teaching time. They show an intense interest in the learning, visiting classrooms, and challenging senior leaders as well as being highly supportive. They know the strengths of the school and contribute to decisions for future developments, ensuring high levels of funding to support initiatives.

## Collective worship

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

Collective worship key judgement grade:.....

1

### Pupil outcomes

How well pupils participate in and respond to the school's collective worship .....

1

### Provision

The quality of collective worship provided by the school .....

1

### Leadership

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

1

Pupils are fully engaged in all forms of prayer and liturgy throughout the school day, be it class prayer, the fortnightly Mass, or weekly whole school worship. They know the traditional prayers of the Church and join in with confidence and determination. They grow in understanding about prayer, for example the mysteries of the Rosary. They develop the ability to read fluently from scripture in front of their peers, to lead and initiate prayer, and to create their own liturgies skilfully in groups, both in a class setting and for special lunchtime events. Such occasions can involve music and lighting effects, silence, questioning and meditation, and prayers such as that of St Richard of Chichester. They know how to work with each other and their teachers for improvement. Where prayer is matched or supplemented by songs, pupils sing truly joyfully as a community, often with movements and actions. Pupils' wholehearted respect for prayer and participation forms a firm basis to their lives in school and beyond. They regard the adjacent church building as their own, enter reverently, and remain respectful. They have begun to give tours to other school groups, explaining artefacts and architectural features, and answering questions with pride and confidence.

At St Osburg's prayer forms the framework of the day, taking place four times in each class, beginning with the dedication of the day to Jesus. Additional prayers may follow from the work in religious education. Classroom prayer tables are a focus for prayer and are kept in especially good order. Mass is timetabled fortnightly, and the school works closely in partnership with the priests to prepare for an important spiritual highlight. Liturgical seasons and saints days are joyfully celebrated, often with special events such as dressing up as an animal for St Francis' day. These events are then regularly celebrated in displays in school and shared in the community, with the purpose of 'making ordinary time extraordinary'. The great works of art of Catholic heritage are not yet fully exploited for prayer and meditation. However, whole school worship involves a variety of input, for example pupils form prompts for a decade of the Rosary, and there is whole school singing

of the Magnificat alongside recorded music. The recently introduced prayer bags which pupils take home are a successful attempt to bring families into the prayer life of the school.

Leaders and governors are highly committed to continual rapid advancement of the standard of prayer within the school. The policy for prayer and liturgy is a document carefully crafted to assist staff in their work in this area. It is highly practical, imbued with Catholic teaching, and based on considered experienced advice. As this is an area held as high priority, there is also supportive staff training. Success is abundantly clear from the impact on the pupils' ability to lead worship, making this a great strength of the school. The calendar for worship is created by a team including the school chaplain and is based on the experience of the previous year. There have been thoughtful changes in times for confirmation, for example. There is careful planning for the great feasts, beginning the year with St Osburg's day during which there are special celebrations which bind the school together very positively. Pupils have several opportunities for the sacrament of reconciliation during the year. Governors support prayer and liturgy through their presence at school Masses, and by ensuring that all stakeholders are consulted about worship. Leadership has clearly placed the school at a very advanced stage of development in this area.

## Information about the school

Full name of school	St Osburg's Catholic Primary School
School unique reference number (URN)	103711
Full postal address of the school	Upper Hill Street, Coventry, CV1 4AP
School phone number	02476 227165
Name of head teacher or principal	Nicola Rynott
Chair of governing board	Maggie Green
School Website	<a href="http://www.st-osburgs.coventry.sch.uk">www.st-osburgs.coventry.sch.uk</a>
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	March 2016
Previous denominational inspection grade	1

## The inspection team

Janet Mellor

Lead inspector

Carl Spackman

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