



# St Anthony's Catholic Primary School

URN: 125716

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

25–26 September 2025

## Summary of key findings

### 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 general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

## Compliance statement

- This school fully complies with the general norms for religious education laid down by the Bishops' Conference.
- This school is fully compliant with the additional requirements of His Grace.
- This school has fully addressed all previous areas for improvement.

## What the school does well

- Provides a welcoming, inclusive, safe, joyful and nurturing community for all pupils, parents and staff.
- Lives out its dual mission to 'Walk in the footsteps of Christ and be held in the Hand of God,' which is fully understood and embraced by all pupils, staff, governors, and parents.
- Enables all pupils to achieve very well in religious education through the provision of aspirational, varied, and creative approaches by knowledgeable and committed teachers and other adults.
- Builds the skills and experience of pupils in the planning, delivery, monitoring, and evaluation of prayer and liturgy.
- Governors are highly ambitious for the school, offer rigorous scrutiny and challenge, and provide excellent support for the staff, particularly senior leaders.

## What the school needs to improve

- Develop new opportunities for pupils and staff to share and celebrate the school's Catholic life and mission with the wider parish community.
- Develop feedback to offer greater individual and specific challenges to all pupils, enabling them to articulate how well they are doing and what they need to do to improve in religious education.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service to the Church's educational mission.

### Catholic life and mission key judgement grade

**Pupil outcomes**

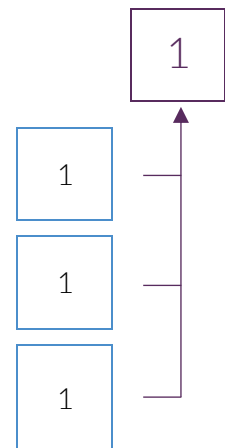
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

**Provision**

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

**Leadership**

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



Due to the school's outstanding Catholic life and mission, all pupils develop a profound and confident sense of their worth, feeling safe and privileged to be part of this joyful community. Quoting the mission statement, they understand that they are 'held in the hand of God,' commenting, 'His hands are always around us to protect us.' They celebrate the welcoming and inclusive nature of all aspects of the school; examples include a pupil with special educational needs or disability (SEND) being given a 'head start' in sporting competitions, something appreciated and celebrated by all, and the pupils' initiative of a 'peace pole', with words of welcome in a wide variety of languages. They also possess a strong sense of their formation and moral development, as well as great respect for and support of others, which they explain as fulfilling the mission statement's vision of 'walking in the footsteps of Christ'. They possess excellent knowledge of their class and school saints. They are deeply committed to all aspects of chaplaincy, particularly in their ministry as faith leaders and pupil parliament, with a particular concern for the less fortunate and the vulnerable. They confidently explain that practical involvement in local, national, and international charities is a key aspect of Catholic social teaching, putting their faith into action. They also have a powerful sense of responsibility for our common home. Year One pupils discuss the season of creation, stewardship, and how they can make a difference by, for example, turning off lights, picking up litter, or using less water.

The school is a welcoming, inclusive, joyful, and generous community, whose mission statement, revisited annually, is lived out in all aspects of school life: pupils and staff know they are deeply valued and supported, and all are encouraged to find their own vocation. Staff describe the school as a family of Catholic learning and education for every child, family, staff member, and visitor. The inclusive nature of the school is a particular strength, catering to a wide range of

special needs, languages, cultures, and faiths. Parents comment, 'All children are included and there is no feeling of separation between those of the Catholic faith and those who are not.' Staff provide remarkable role models of the Catholic life and ethos of the school, inspiring pupils with their joyful and mutually supportive, collaborative approach. Pupils can clearly explain their learning in relationships and health education (RHE), describing it as part of the wider Catholic education of the whole person.

The leadership of Catholic life and mission is decisive. There has been an enthusiastic response to national initiatives, exemplified by the adoption of the new phrase 'Celebration of the word' from the beginning of the last academic year, and the provision of attractive wooden anchors for every prayer area to represent the Jubilee Year of Hope. Staff feel their physical and mental well-being is well supported by the school, commenting they 'feel cared for and respected more...since being at St Anthony's.' Catholic ethos links are established throughout the entire curriculum, and self-evaluation is thorough and accurate, although a more apparent distinction between the three key areas is not always evident. The induction of new staff is a significant strength, as confirmed by the excellent Catholic outcomes for their classes. Engagement with the parish is good, despite its geographical distance from the church presenting a challenge for the school and parish to celebrate Mass together. Surveys of pupils, parents, and staff include useful analysis which leads to action, and governors have excellent knowledge of the school. They are involved with the scrutiny and updating of the school's Catholic self-evaluation, which drives wider school improvement planning.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

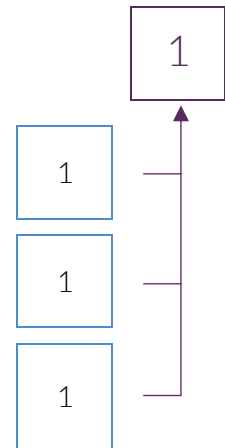
How well pupils achieve and enjoy their learning in religious education

#### Provision

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

#### Leadership

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



Aspirational teaching, delivered with a focused approach and combined with appropriate support for all pupils, leads to excellent outcomes, building on skills and achieving excellent progress by all, from a relatively low starting point. Because the teaching consistently aims at the highest level of achievement, supporting all pupils to strive to achieve this standard, and offers pupils choice in their responses, all pupils, including disadvantaged and those with SEND, make excellent progress. They are inquisitive, engaged, and eloquent, work independently, and possess remarkable religious literacy; they demonstrate excellent recall of previous learning, are articulate in their religious expressions, and possess excellent spiritual knowledge. They always have space and time for reflection in lessons, which they use very effectively to relate the learning to their own lives. This engagement leads to exemplary behaviour in all classes. Pupils enjoy their lessons, particularly the variety of creative approaches, collaborate, and take responsibility very well; they understand that their work is a gift to God. The standard and presentation of written work is excellent; pride and imagination enhance the work, always completed in full, and pupils respond to generic 'green pen' challenge tasks with enthusiasm and commitment.

All teachers possess excellent subject knowledge and are highly committed to their subjects. They know their pupils well, planning and using questioning effectively, particularly in the Early Years Foundation Stage and Key Stage 1. Teachers consistently emphasise or rephrase pupil answers to enhance understanding. Imaginative tasks are used very well; QR codes in pupils' books link to other resources, and teachers have a clear and inspiring sense of the wider relevance of the subject in the moral and spiritual development of the pupils, which they communicate with passion, as links are frequently made to principles of Catholic social teaching. Other adults in the classroom are a significant strength, working seamlessly with class teachers

in various roles, including supporting individual pupils with substantial needs and collaborating with groups of pupils with lower prior attainment to achieve excellent results. While feedback is consistent with the school's policy throughout, there are missed opportunities to further develop individual, specific challenges through the challenge tasks and to provide pupils with a clearer sense of how they are performing and what they need to do to improve, as some pupils are currently unclear about specific strategies for improvement. Parental feedback suggests that a small proportion would value even clearer information about how well their child is doing in religious education and how they can support improvement.

The leadership of the subject is strong, with a well-planned curriculum that consistently encourages a wide range of creative, artistic, and musical approaches, which are enthusiastically embraced across the school. The policy is thorough, accessible, referenced with useful links, and includes templates for long- and short-term planning. Teachers feel very well supported in the planning, delivery and evaluation of their teaching of the subject, and the use of alternative spaces, including the outdoors, enhances the subject. Governors have a robust understanding of the delivery and attainment in the subject through regular visits and thorough scrutiny in meetings, holding senior leaders to account while also supporting them and ensuring parity of resourcing. A detailed analysis of the results includes excellent narratives, leading to further development. While there is an embedded culture within the school of sharing best practices and a rigorous programme of internal moderation, opportunities have yet to be fully embraced for sharing the school's excellent practices more widely through external moderation of religious education.

## Collective worship

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

### Collective worship key judgement grade

**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

1

In acts of class and whole-school prayer and liturgy, all pupils are actively engaged, attentive, reverent, and enthusiastic; singing is a particular strength, demonstrating their enjoyment. All engage in times of silent reflection, sometimes enhanced by contemporary music, to apply the messages of prayer to their own lives. They have a very good sense of a variety of prayers and forms of celebration: a Year 2 child describes how she 'feels God in her heart' as she prays, which is typical of the pupils' understanding of prayer. In a version of the Beatitudes, another pupil writes, 'Blessed are those who can't see the world around them, for God shall show them the truth.' All pupils have an excellent knowledge and understanding of the forms and symbols used in worship, the liturgical year, and how to find appropriate scripture to support the planning and delivery of celebrations of the word. There is a progressive development of their skills in the planning, delivery, monitoring, and evaluation of prayer and celebrations of the word, and the collaborative approach modelled by the staff is also the usual way of working for the pupils. They offer regular, incisive evaluation of one another's leadership of celebrations of the word, which includes impact and informs future planning, and of Mass, either as a class or individually.

Prayer is an integral part of every aspect of school life, holds the highest importance, and is enhanced by the imaginative use of space, including outdoors and the prayer area, which is regularly refreshed to match the liturgical season or a specific month. Celebrations of the word reflect, for example, the Church's teaching on the goodness of creation and the role of stewardship, and teachers model the proclamation of scripture and focus their prayers very well to the pupils. All staff have excellent knowledge and understanding of how scripture is central to celebrations of the word, which is communicated to and used by the pupils. Staff commitment to all aspects of prayer and liturgy cannot be overstated, and the use of music, religious art, and natural objects and phenomena such as autumn breezes to represent the Holy Spirit provides

focus. Parents are encouraged to participate in the school's prayer life through initiatives such as the use of prayer bags. The depth of commitment from families, as well as the evident delight and variety of responses recorded in the prayer bag journals, demonstrate how highly parents and families appreciate the support received from the school. Parents typically comment, 'It is always lovely to be able to come to the school Masses.'

The prayer and liturgy policy is thorough, clear, and accessible, demonstrating the development of skills expected in pupils. All staff agree that the school's policy on prayer and liturgy is helpful to them, and all consistently apply it. Senior leaders are inspiring models in leading prayer and celebrations of the word, using questions expertly to enhance engagement and application to the pupils' lives, and times of reflection, music and images to reinforce the messages. Appropriate support is sought from the diocese, and staff confirm that they are provided with training that enhances their understanding and delivery of prayer and liturgy, and that leaders effectively support them in planning and leading experiences of prayer and liturgy. Visitors praise the excellent organisation and preparation for all aspects of the celebration of Mass, and the careful planning of the calendar ensures that significant elements of the Church's year are prioritised. There is thorough monitoring and evaluation of all aspects of prayer and liturgy, including insightful evaluation by pupils.

## Information about the school

Full name of school	St Anthony's Catholic Primary School
School unique reference number (URN)	125716
School DfE Number (LAESTAB)	937 3544
Full postal address of the school	Sydenham Drive, Leamington Spa, CV31 1NJ
School phone number	01926 428800
Executive headteacher	N/A
Headteacher	Hannah Edwards
Chair of governing board	Jamie Staddon
School Website	<a href="http://www.stanthonyscatholic.com">www.stanthonyscatholic.com</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3 to 11
Gender of pupils	Mixed
Date of last denominational inspection	March 2020
Previous denominational inspection grade	2

## The inspection team

Andrew Maund  
Claire Restell

Lead  
Team

## 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