

St Elizabeth's Catholic Primary School

URN: 147341

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

03–04 July 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

1

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

- The strong and passionate leadership of the head, the clear vision of the religious education subject leader, and the highly committed staff team ensure that pupils and their families are part of a caring, inclusive, and nurturing community, where all go above and beyond for those most vulnerable.
- Secure, positive and trusting relationships recognise and celebrate that everyone is made in the image and likeness of God, resulting in a happy, secure 'oasis' in the community.
- The experienced and committed governors share their time and expertise willingly to ensure they understand and can effectively serve the school and the community.
- Pupils love coming to school; they naturally and authentically discuss their religious education learning, using specialist vocabulary with confidence.
- Pupils' enthusiastic singing and prayer responses make prayer and liturgy deeply meaningful and joyful.

What the school needs to improve

- Plan Catholic social teaching to be a golden thread running through all subjects of the curriculum.

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

Pupil outcomes

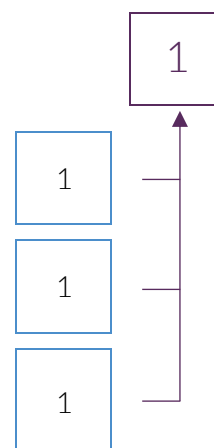
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



The school's mission is highly valued by pupils, who actively participate in promoting it throughout the school, such as by writing compassionate poems following workshops with a refugee group. From the youngest age, pupils know that they are made in God's image and likeness and that they are loved. Pupils' relationships with adults and with each other are strong, and as a result, they feel happy, secure, confident, and a sense of belonging. They have a clear understanding that they are being called to follow in Jesus' footsteps and demonstrate this in their daily lives through caring for those in need and protecting our common home. They understand the language of Catholic social teaching and that it helps them and others to lead better lives. They enjoy proactively responding to local, national, and global needs, which the school encourages. Pupils typically say that St Elizabeth's is 'a place where people can ask for help.' They demonstrate a deep respect for each other, listening attentively in class and supporting those who are new to the school. They understand the importance of learning about different religions and have a deep sense of respect for all; consequently, pupils' behaviour is exemplary. The chaplaincy team is highly valued and takes pride in actively contributing to the school's Catholic life.

The mission statement, alongside the highly visible guidelines on making the right choices, enables pupils to understand that they are 'Christ's hands on earth'. Staff fully embrace the school's mission and serve as role models, for example, through their care for one another, their concrete commitment to all pupils and families, and their willingness to go the extra mile for those most vulnerable. They embody the school's mission by developing and building trusting relationships that support, nurture, and positively impact the lives of all pupils. Planned pastoral support gives staff opportunities to be visible, involve leaders and be 'a voice to support and care

for those most vulnerable.' There is a strong sense of joyful community where all are welcomed, valued and supported, and cultural differences are celebrated. The school's Catholic identity is celebrated in highly colourful and vibrant murals and displays, which the pupils value; for example, the 'infinite faces of Christ' mural. The chaplaincy team is well-organised into different groups with clear roles and activities planned throughout the year. For example, the faith ambassadors have designed the Our Lady chapel. Relationships and health education (RHE) meets diocesan requirements.

The head is passionate in his drive to ensure that the mission statement is a lived experience for all. Leaders understand that the school serves the local church, and with many governors involved in the parish, the partnership is thriving. Leaders at all levels know the school community well, having developed strong and supportive relationships with parents, which benefits the pupils. Families value and trust the provision, which is centred on the human experience and faith-driven. Pupils are encouraged to seek Finding Our Faith Moments in their learning across subjects, and these are celebrated and valued. Leaders recognise the need to plan Catholic social teaching into all subjects. Staff members feel well-supported by their leaders and by one another. The head feels well supported by the governors, the multi-academy company (MAC), and the staff. The highly experienced governors visit the school regularly and are actively involved in the monitoring and evaluation process. They use their expertise to provide effective challenge and support where appropriate. Rigorous monitoring ensures that targets in action plans are relevant and continue to improve outcomes for pupils. Staff value the high-quality training and formation provided by the school and the MAC.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

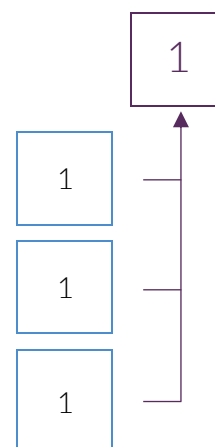
How well pupils achieve and enjoy their learning in religious education

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



Pupils enjoy religious education, actively seeking opportunities to learn and grow, and are therefore developing excellent knowledge and understanding over time. This leads to accelerated progress for some and consistently good progress for all, including those with special educational needs and disabilities (SEND), across the school. Pupils achieve well, with many achieving a greater depth of understanding. They are religiously literate and reflect spiritually, think ethically, and engage theologically; for example, through the choices they make in everyday life, their behaviour, prayer, and care for one another. They can speak fluently and with confidence about their learning using key vocabulary and are encouraged to ask questions from a young age. This is developing their curiosity and a thirst for knowledge. They show high levels of respect, concentration, and independence when completing tasks. Their work consistently demonstrates a high quality, with some pieces showing excellent presentation and creativity. Pupils are engaged and motivated in lessons and are committed to further developing as learners, and consequently, their behaviour is exemplary. Pupils typically say, 'RE helps us put learning into action.' Careful feedback in books directs pupils to know what they need to do to improve.

Staff are confident in their subject knowledge as a result of receiving the highest quality training and support from the subject lead. Religious education is valued as a core subject, and all staff have high expectations, which are communicated to the pupils. Whole-school planning is sequenced to develop knowledge and extend pupils' understanding over time. Effective and precise questioning adapts teaching, increases engagement, and helps all pupils to learn. Feedback and assessment are used effectively to deepen pupils' understanding. Teaching assistants are given direction and guidance on subject knowledge and key questions to ask, which ensures that all students are challenged at their own level. They are highly skilled,

supporting those with needs sensitively and kindly, and capture learning in a variety of ways. Timely feedback is relevant and specific so that all pupils understand what they need to do next to make progress. Staff understand the impact that the subject has on the spiritual and moral development of pupils and, as a consequence, encourage them to make connections with the school values and Catholic social teaching, and to reflect on these. The wide variety of opportunities to express their learning in different ways, alongside adapted tasks, ensures that all can access and engage in their education.

The religious education curriculum is a faithful expression of the *Religious Education Curriculum Directory* and, along with supplementary materials produced by the subject lead, is appropriately sequential to enable pupils to progress in an increasingly demanding manner; for example, through the use of deepening thinking mats. The subject enjoys parity with other core subjects in terms of budgeting, timetabling, staffing and training. The subject leader provides high-quality, regular, relevant, and bespoke training, which is highly valued by staff and is effective. She is highly experienced and has a clear vision of outstanding teaching. Robust monitoring enables the subject lead to provide timely and accurate support and guidance, ensuring that pupils consistently receive the best education. Self-evaluations contribute to a precise and strategic action plan, which is reviewed termly to ensure progress. Subject leadership is recognised beyond the school. Craft workshops linked to the liturgical year, visits from local priests, parents, and the wider community, and visits to places of worship of other faiths are examples of the fantastic range of enrichment opportunities leaders provide, which further increase pupils' engagement and enjoyment.

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

Prayer and liturgy are seen as an opportunity to celebrate and praise. Pupils take a full and active part in all the opportunities offered. They know appropriate signs and responses. Prayer and liturgy are inclusive, allowing all to engage and participate. From the youngest age, they join in prayers with reverence and respect, singing joyfully and with great enthusiasm, often signing along as well to ensure the prayer is fully inclusive and accessible. Pupils are given opportunities to pray in various ways, including through scripture, silent reflection, and liturgical music. They have an excellent understanding of the Church's seasons and how these shape their prayer life. Pupils and staff plan and lead prayer and liturgy using a quality resource across the school. This has increased their confidence in producing well-constructed, high-quality worship consistently. Pupils regularly evaluate their worship, in collaboration with staff, to ensure improvements. They can speak naturally about prayer and make connections to their own lives and the broader life of the school with confidence, as reflected in their prayer intentions. They understand how prayer influences and inspires their actions, and lunchtime prayers led by the chaplaincy team are 'a place to have a conversation with God and Jesus.'

Prayer is central to the school, with a wide range of appropriately planned, often innovative, worship which is naturally embedded into the daily and weekly routine. The engaging opportunities that faithfully reflect the Church's seasons are usually creative and encompass the richness of Catholic tradition. Thoughtfully chosen scripture is at the heart of all prayer and liturgy. Pupils are given guidance on selecting scripture passages, which enables them to develop their skills in planning a well-constructed, themed worship service. A range of high-quality music, drama, and well-chosen stories significantly enhances prayer experiences for pupils of all ages. Prayer areas in the classes and across the school are visible, well-maintained, valued and used by pupils. The high-quality prayer areas outside the school are conducive to prayer. These areas

are beautifully maintained by everyone, accessible to all, and widely used by pupils. The school and parish share a special relationship that has flourished over time. With fortnightly whole-school Masses in the church, pupils can build up their confidence and skills in taking an active role in reading or serving on the altar. Parents and parishioners are invited to attend all Masses.

The MAC's policy for prayer and liturgy, alongside the school's precise and comprehensive progression document, is a helpful reference point for staff and pupils to use when planning and delivering prayer and liturgy. The progression document outlines expectations for building up skills in pupils to plan and deliver worship, which has led to increased confidence, enjoyment, and pride in this area. Alongside the fortnightly Mass, pupils attend Mass on feast days, holy days of obligation, and St Elizabeth's day, and Reconciliation is offered to those in Year 3 and above. Staff highly value the inspirational training provided, which fosters an understanding of the centrality of prayer and liturgy and builds confidence in leading it. Leaders and governors have ensured that high-quality resources are available to enrich the school's prayer life, for example, age-appropriate artefacts for all prayer areas, high-quality resources for the prayer garden and Our Lady's chapel, and a large 3D model of the Jubilee Year of Hope logo. Pupils, staff, and governors, as well as senior leaders, are involved in monitoring prayer and liturgy, ensuring that it is well-embedded into the school's self-evaluation cycle. This leads to clear and concise targets in the action plan, which is reviewed termly and contributes to the school's continuous improvement.

Information about the school

Full name of school	St Elizabeth's Catholic Primary School
School unique reference number (URN)	147341
School DfE Number (LAESTAB)	331 3405
Full postal address of the school	St Elizabeth's Road, Foleshill, Coventry, CV6 5BX
School phone number	02476 687527
Headteacher	Michael Doyle
Chair of governing board	John Teahan
School Website	www.ste.hccmac.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Holy Cross Catholic MAC
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3 to 11
Gender of pupils	Mixed
Date of last denominational inspection	March 2018
Previous denominational inspection grade	2

The inspection team

Dawn Summers-Breeze
Wendell Gopaul

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