



DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

Bishop Ellis Catholic Primary School Barkby Thorpe Lane, Thurmaston, Leicester, LE4 8GP

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| School URN: | 120208 |
| Inspection Date: | 13 November 2017 |
| Inspectors: | Mrs Pam Tonge and Mrs Anita Blake |

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| Overall Effectiveness | Previous Inspection: | Good | 2 |
| | This Inspection: | Good | 2 |
| Catholic Life: | | Good | 2 |
| Collective Worship: | | Good | 2 |
| Religious Education: | | Good | 2 |

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Bishop Ellis Catholic Primary School is a good Catholic school.

- Bishop Ellis Catholic Primary School is a caring school community which follows its values to 'Love God; Aspire to be your best; Be honest; Forgive; Care'. It is a warm, Catholic environment where pupils are encouraged to grow in their faith and understanding of their place in the community.
- The Catholic Life of the school is good. There is a positive sense of community which is reflected in the relationships within the school. Parents value the school's ethos and feel that pupils are supported. Parents speak very positively about the good manners that are instilled in the pupils.
- The quality of Collective Worship was judged to be just good. Pupils engage in Collective Worship but it is predominantly adult led and pupils have not been empowered or given the skills to be fully involved.
- The quality of Religious Education was judged to be good. Standards of attainment are either in line with or above diocesan averages. Standards at the end of Key Stage 2 are particularly strong but there is a lack of consistency across all key stages; as a result, the acquisition of knowledge and understanding is not as secure as it could be in some year groups.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- Bishop Ellis Catholic Primary School is a larger than average primary school. There are currently 329 pupils on roll.
- The school serves the parishes of Divine Infant of Prague, Syston; St Teresa of Liseux, Birstall; St Gregory, Sileby and Sacred Heart, Rothley.
- 60% of pupils are baptised Catholics; 22% belong to other Christian faiths; 11% identify with other world faiths and 7% have no religious affiliation.
- 9% of the school population has special educational needs and/or a disability (SEND).
- 8% of the pupils on roll are in receipt of additional Pupil Premium funding, which supports the needs of disadvantaged pupils.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To improve the quality of Catholic Life:
 - Ensure that the focus of the governing body's monitoring is on pupil engagement and involvement and that their findings are evaluated and lead to improvement.
 - Ensure that the pupils are involved in monitoring and evaluating the Catholic Life of the school.
 - Ensure the need to forgive and reconciliation are incorporated into the school's behaviour policy.
 - Ensure the visible signs of the school's Catholic character are of a consistently high standard throughout the school.
- To improve the quality Collective Worship:
 - Empower pupils to lead creative and imaginative liturgies.
 - Develop staff skills and confidence in developing pupils' ability to lead Acts of Worship.
 - Ensure views gathered from pupils, parents and other stakeholders are reviewed and acted upon.
 - Introduce a systematic approach to monitoring and evaluating the provision for Collective Worship that leads to a consistently high quality of Collective Worship throughout the school.
- To improve the quality of Religious Education:
 - Disseminate good practice so that the teaching of Religious Education is at least good in all classes and this is evident in the pace of the lesson, the correct balance of teacher/pupil talk and work is set at an appropriate level of challenge.
 - Ensure that there is a consistent approach to marking and feedback that is focused on individual feedback and targets for improvement.
 - Develop a more creative approach to the planning and delivery of 'Come and See' Religious Education curriculum so that it engages and enthuses all groups of pupils.
 - Ensure spending on Religious Education reflects its status as a core subject.

CATHOLIC LIFE

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| THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL | 2 |
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- 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.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school – good

- Pupils at Bishop Ellis actively live out the school's mission and ethos. They demonstrate a sense of belonging through their positive relationships and the way in which they work together to support each other.
- Behaviour is generally good; pupils show care and respect for those around them. They understand the mission statement: 'Love God; Aspire to be your best; Be honest; Forgive; Care'.
- Pupils value the opportunities to participate in a range of charities, including CAFOD, Shelter, UNICEF and Breast Cancer awareness; this enables them to develop personally, spiritually and morally.
- Pupils are confident in their Catholic identity and the distinct nature of their school. They acknowledge the importance of the presence of God in their community.
- The Catholic traditions within the school are valued. Pupils talk freely about their experiences of the annual May Procession and Liturgy in honour of Our Lady; the Harvest Mass, the Travelling Crib and Christingle Service.
- Pupils' spiritual, moral, social and cultural development helps them to live out their mission. They feel safe and secure; 'If anything goes wrong', pupils feel that 'it is sorted out immediately'.

The quality of provision for the Catholic Life of the school – good

- The school's mission statement, 'I have come in order that you may have life - life in all its fullness'. (John 10:10) is visible and a good expression of the mission of the Church. Pupils respond to their child-friendly mission statement, 'We Love, We Pray, We Learn, We Play'. Pupils feel that staff are there to support them in living out this mission.
- Bishop Ellis School is a caring community; pupils report that they develop a sense of self-worth as a result of the support they receive.
- There are clear visible signs of the Catholic character throughout the school in corridors and classrooms, although these are variable in their quality and relevance.
- Pastoral programmes are planned and support the pupils' development. The school has adopted 'A Journey in Love' as a scheme of work for Relationships and Sex Education (RSE) which is in line with Church teaching and diocesan advice; as a result, the needs of all pupils are met. Pupils are prepared for the next phase in their education.
- The behaviour policy is clear on rewards and sanctions; however, the school acknowledges that the importance to forgive and reconciliation are not incorporated within this policy.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school – good

- The leaders and managers are committed to 'to deepen and defend faith and demonstrate how to live out the Christian mission'. They are well-regarded by pupils, staff and parents in this role.
- Under the guidance of recently appointed Chair of Governors, priority is given to the development of Catholic Life within the school. However, steps taken towards developing a more systematic and rigorous approach that engages all stakeholders, are in their infancy and have yet to have any impact.
- Parents and carers feel welcomed in this 'friendly environment', they appreciate how the staff welcome them in the morning and at the end of the day.
- Parents and carers feel that the pupils are well cared for and supported.
- New governors have been supported through training. Although their roles are not fully embedded, they have organised themselves into teams and are beginning to be more effective in their monitoring of the Catholic Life of the school.

COLLECTIVE WORSHIP

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| THE QUALITY OF COLLECTIVE WORSHIP | 2 |
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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for the Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship – good

- Acts of Worship generally engage pupils. In the whole-school Act of Worship observed, pupils joined in all the prayers and sang joyfully and with great enthusiasm. Pupils had written prayers which they shared with the community.
- The Chaplaincy Team describe how they, 'make the school better in religious aspects', by helping staff to write Acts of Worship. They have helped instigate 'prayer corners' for the rest of the pupils in different areas of the school to encourage their peers to pray at intervals throughout the day.
- The Chaplaincy Team combines with the 'Art of Brilliance Group' to spread pupils' happiness through a weekly mission, which is displayed around the school. This helps pupils to take more responsibility for their actions, for example, through promoting a 'kindness wave'.
- Liturgies tend to be formulaic and generally lack creativity.
- Whilst there was evidence of some pupil-led worship and the 'Let Us Pray' materials are available in school, there was a lack of evidence to support the view that pupil-led Acts of Worship take place on a regular basis and pupils acknowledged that Acts of Worship are generally adult-led.

The quality of provision for Collective Worship – good

- Collective Worship is central to the life of the school. Staff and pupils pray regularly together. The school day is punctuated with prayer. Meetings with staff and governors offer opportunities for prayer.
- Collective Worship is centred upon clear themes and provides relevant messages. For example, at the end of each 'Come and See' topic, pupils in some classes worked with staff to create an Act of Worship based upon their learning. The four aspects of liturgy were identified in these cases and 'Let Us Pray' resources were used.
- Parents and carers are welcomed to attend liturgies, Masses and celebrations. They value the welcome which they receive.
- Key leaders and managers have a good understanding of the Church's liturgical year, rites and seasons.
- Whilst Acts of Worship are planned to celebrate the liturgical year, there is a lack of creativity and innovation. As a result, Collective Worship is not suitably engaging or age appropriate for some pupils.
- Staff appreciate the purpose of Collective Worship, but are not yet sufficiently skilled or confident enough to inspire and enthuse the pupils to be creative in their worship.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship – good

- Leaders and managers have a secure understanding of how to plan a liturgy. However, they do not have a complete appreciation of how to fully engage all members of the community in vibrant, high-quality experiences.
- The liturgical year is well understood by the school's leaders. Provision is well-matched to key times such as Lent, Advent and Pentecost. As a result, pupils have a secure understanding of the liturgical year.
- Leaders and managers give priority to Collective Worship as part of professional development; they share new resources and ideas. Guidance received through training, however, has not been fully embedded; the quality of Collective Worship is inconsistent and opportunities for pupils to plan, lead and evaluate liturgy are limited.
- Collective Worship has been reviewed to some extent, but this has not been approached in a systematic manner; as a result, monitoring activities undertaken have little impact on improving the overall quality of Collective Worship.
- The views of pupils, staff and parents are sought but are simply collated; there is little evidence to suggest that this feedback is acted upon.

RELIGIOUS EDUCATION

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| THE QUALITY OF RELIGIOUS EDUCATION | 2 |
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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education – good

- Pupils generally enjoy Religious Education. They show some good listening skills and can explain the value of the lessons they have learned.
- Pupils enter the Foundation Stage with a wide range of knowledge and understanding of the Catholic faith. They make progress across each key stage, with accelerated progress in upper Key Stage 2.
- During the lessons observed, there was little or no disruption; pupils were generally well-behaved, and worked appropriately.
- Data tracking demonstrates that attainment in Religious Education is good. Pupils including those with special educational needs and/or a disability make progress in line with others.
- Whilst pupils' attainment is in line with diocesan averages, the pace at which they acquire knowledge and understanding is inconsistent across the key stages.

The quality of teaching and assessment in Religious Education – good

- A large majority of teaching is good; consequently pupils, including groups of pupils, make good progress over time. Teachers create a thoughtful environment for learning in Religious Education. The rate of progress made by pupils in lessons, however, is inconsistent across the school.
- In the better lessons, time is well-used and teachers provide opportunities for pupils to participate in discussions. In less successful lessons, there is an over-reliance on teacher-talk; pupils are passive and compliant. An area for improvement, therefore is the pace and challenge of work set, so that there is a consistent approach to the acquisition of skills and knowledge.
- Links between other Catholic schools have focused on assessment in Religious Education. Tasks are moderated and staff at Bishop Ellis provide accurate assessments of pupil attainment.
- Since the last inspection, improvements in assessment and tracking in Religious Education have been made in line with recommendations. Most pupils, including those with special educational needs and/or a disability, achieve the expected levels of attainment in Religious Education. A system of tracking is in place and data is collected.
- Assessment is not always acted upon in order to refine the curriculum provided to pupils and some tasks are not pitched at the correct level of challenge to engage pupils and ensure sustained progress.
- Marking and constructive feedback is provided on a regular basis in Religious Education. However, too often, the same targets are set for all pupils, regardless of their individual learning needs.

The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – good

- Leaders and managers have put significant importance on training and professional development in Religious Education. They have used diocesan training to support the development of Religious Education. The subject leader for Religious Education regularly attends professional development and shares this with the staff community.
- Staff share a common purpose and understanding of the importance of Religious Education. It holds a place of significance within the school improvement agenda and is clearly identified on the school improvement plan. The leadership team places great importance on the moral and spiritual development of the pupils.
- A range of monitoring activities in Religious Education take place including regular work sampling and lesson observations; however, the monitoring is not rigorously analysed in order to address any inconsistencies across key stages.
- Positive links are made with the parishes, with the two priests supporting a range of enrichment activities and enhancing the depth of learning for pupils.
- The content of the curriculum for Religious Education fully meets the requirements of the Bishops' Conference of England and Wales. The 'Come and See' programme provides a basis for curriculum lessons; however, it is applied with a lack of creativity which results in a lack of engaging activities for all pupils.
- Spending on Religious Education over the past two years and projected into the next year is not in line with other core subjects.

SCHOOL DETAILS

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| School Name | Bishop Ellis Catholic Primary School |
| Unique Reference Number | 120218 |
| Local Authority | Leicestershire |

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 11 Religious Education lessons and 1 Act of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, the Chair of Governors and one of the parish priest. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment information and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

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| Chair of Governors: | Ms Erin O'Hagan |
| Headteacher: | Mrs Suzanne Henry |
| Date of Previous School Inspection: | 12 September 2012 |
| Telephone Number: | 0116 2695510 |
| Email Address: | shenry@bishopellis.leics.sch.uk |

WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Requires Improvement |
| Grade 4 | Inadequate |

In the context of the whole school, the overall effectiveness grades have the following meaning:

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| Grade 1 | Outstanding | The school is a highly effective Catholic school. Pupils' needs are exceptionally well met. |
| Grade 2 | Good | The school is an effective Catholic school. Pupils' needs are met well. |
| Grade 3 | Requires Improvement | The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years. |
| Grade 4 | Inadequate | There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years. |

In addition to the information above, if any one aspect of the evaluation schedule is found to 'require improvement', the school will receive a monitoring visit within one year of the publication of the report.