



## DIOCESAN CANONICAL INSPECTION REPORT

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

### Grace Dieu Manor School

Thringstone, Leicestershire, LE67 5UG

<b>School URN:</b>	RP539833
<b>Inspection Date:</b>	28 February 2018
<b>Inspectors:</b>	Mrs Anita Blake and Mrs Catherine Murphy

<b>Overall Effectiveness</b>	Previous Inspection:	N/A	N/A
	<b>This Inspection:</b>	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Good	2
<b>Collective Worship:</b>		Good	2
<b>Religious Education:</b>		Requires Improvement	3

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

#### Grace Dieu Manor School is a good Catholic school.

- Grace Dieu Manor School is a caring Catholic community where the Rosminian charism encapsulated in the school motto: 'Learning and Growing in the light of the Gospel' is evident in the way in which pupils and adults work together in an atmosphere of mutual respect.
- The quality of Catholic Life of the school is good. There is a strong sense of community, which is reflected in the atmosphere, relationships and the physical environment. Pupils actively support one another and benefit from a warm, family environment.
- The quality of Collective Worship is good. Pupils respond respectfully and enthusiastically to the opportunities that are provided for them. They have a growing awareness of liturgical worship and are ably supported by the school chaplain who offers a range of celebrations.
- The quality of Religious Education requires improvement. Although pupils enjoy their lessons, there are inconsistencies in teaching and the quality of work within Religious Education workbooks. The school has put new initiatives in place but these are not yet fully embedded and have yet to make an impact on raising standards.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- Grace Dieu Manor School is an independent Preparatory School with 139 pupils on roll from Foundation Stage to Year 6 and 26 pupils in the nursery setting which takes pupils from 12 weeks old.
- Of the pupils from Foundation Stage to Year 6, 35% are baptised Catholic; 41% belong to other Christian faiths; 6% identify with other world faiths and 17% have no religious affiliation.
- This is the school's first canonical inspection. The school has only been subject to diocesan expectations for Catholic Life, Collective Worship and Religious Education for the past two years.
- Prior to her appointment in January 2018, the headteacher held the post of deputy headteacher. As a teacher and then deputy headteacher, she had previously been the sole teacher of Religious Education in the school. Currently, the headteacher is leading Religious Education across the school but has plans to train and appoint another teacher to take on this role.
- The school was founded by the Rosminian Order and has a Rosminian priest as a resident chaplain.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To further improve the Catholic Life of the school:
  - Ensure that all aspects of Catholic Life are systematically monitored and evaluated.
- To improve the opportunities for child-led liturgy:
  - Introduce materials that will support pupils' understanding of the four aspects of liturgical worship: Gather together, Listen to the Word of God, Respond to the Word, Go Forth/Mission;
  - Provide professional development for all staff to develop their understanding of liturgy;
  - Further develop pupils' skills in leading liturgy, providing them with strengths, areas for development and monitoring to ensure that developments have been actioned.
- To improve the quality of teaching and learning in Religious Education:
  - Ensure that teaching incorporates a faster pace, including a balance of teacher and pupil talk;
  - Provide opportunities for pupils to record their learning at length;
  - Develop a creative approach to recording findings in Religious Education;
  - Ensure consistently high standards in the presentation of work in Religious Education;
  - Establish a rigorous and regular system of moderation of assessment tasks in order to ensure consistency and accuracy;
  - Use the 'driver words' when providing pupils with feedback and targets to improve;
  - Establish a systematic programme of monitoring of feedback, ensuring that the impact of monitoring is shared with staff and governors.

**As Religious Education has been judged to require improvement, the school will receive a monitoring visit within one year of the publication of this report.**

## CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	<b>2</b>
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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 Grace Dieu benefit from a learning environment that includes high quality displays which enhance the Catholic Life of the school.
- Pupils are very familiar with the school motto ‘Learning and Growing in the light of the Gospel’ which is visible throughout the school. They have also been involved in activities to ensure a deeper understanding of their Rosminian charism and how this impacts on their lives.
- The behaviour of pupils is good. They show consideration towards others and older pupils are keen to support younger children. Pupils remarked ‘We all trust each other here’ and that the school community ‘feels like a family’.
- The school’s rich history and abundance of high quality religious artefacts are respected and treasured by the whole school community.
- Pupils understand the importance of key celebrations through the liturgical year. Recently, the whole school was loaned a Lampedusa Cross which prompted activities around the plight of refugees.
- Pupils speak enthusiastically about their involvement in charitable campaigns such as CAFOD, LEPR and local community organisations such as the Marlene Reid Centre. Some charities are chosen by the pupils themselves.

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

- The Rosminian charism, encapsulated in the school motto: 'Learning and Growing in the light of the Gospel' clearly expresses the Church's educational mission with staff committed to its implementation.
- The school provides high levels of pastoral care to pupils with extensive facilities for the physical wellbeing of pupils including a resident school nurse. The chaplain is fully committed to the pastoral needs of the whole community including the parents, for example, leading a weekly mothers' prayer group.
- Behaviour policies take into account Gospel values with appropriate sanctions in place, however, the policy does not make explicit reference to how reconciliation and forgiveness are fundamental to the Catholic ethos of the school.
- The school provides programmes for Relationships and Sex Education (RSE) in line with the teachings of the Church. The 'All That I Am' programme is used and pupils spoke candidly about the lessons in a mature manner. They value the support and sensitive manner in which the teachers have covered this area.
- The learning environment both in classrooms and in the wider school building reflects the school's mission and identity. High quality resources are displayed in a creative way in order to inspire pupils. The focus areas in all areas of the school reflect the liturgical season. Pupils were able to talk about the 'Wonder Box' and were able to explain why there was a purple cloth on the focus table in Lent.

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

- The headteacher's leadership is an inspiration to the staff and pupils. Through her leadership, she demonstrates a deep commitment to the mission of the Church and its place in the school.
- Parents hold a very positive view of the Catholic character of the school. They feel that all are welcomed into the school community and are invited to share in all aspects of school life. They feel that the school 'couldn't do this better'. They value the high level of care afforded to pupils and feel that the school acts 'as one big family'.
- Governors are aware of their role in ensuring the distinctive Catholic nature of the school is maintained. They are organised into a number of sub-committees with one dedicated to the school's Religious Life and Pastoral Care. This committee reports back to the full governing body on progress being made against the development plan.
- School leaders recognise the Catholic Life of the school as a priority, however, this now needs to be reflected in the way in which it is formally monitored and evaluated.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	<b>2</b>
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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**

- Collective Worship is an integral part of school life at Grace Dieu. Pupils are provided with opportunities to share and lead a range of worship activities. Pupils are able to explain that their day is punctuated with prayer opportunities.
- Pupils act with respect and reverence during Acts of Worship. They are keen to participate through singing, reading aloud, reciting formal prayers and writing their own prayers. Pupils are confident when speaking aloud.
- Although pupils are involved in liturgical worship, at present, this is too adult-led and pupils have limited experiences of planning and leading Acts of Worship. They write their own prayers but are unclear about the four aspects of worship: Gather together, Listen to the Word of God, Respond to the Word, Go Forth/Mission. This is a key area for development.

### **The quality of provision for Collective Worship – requires improvement**

- Acts of Worship have clear central themes that are linked to the liturgical year. The resources available to pupils are appropriate and support their access to the identified messages.
- Staff regularly pray together at the start of meetings and throughout the year; this provides them with the opportunity to further develop their sense of community. Adults in the school demonstrate a supportive attitude towards Collective Worship, praying and singing with the pupils, deepening the sense of community.
- Parents and visitors are welcomed to the school to share in its liturgical life. Parents feel included and speak positively about the impact of the school chaplain whom one described as being, 'Just the best'.
- There is a wide range of liturgical worship available to pupils at Grace Dieu including key stage liturgies, whole school Masses, Exposition of the Blessed Sacrament and Reconciliation. Pupils benefit from these opportunities and they enrich their experiences at the school.
- Although the headteacher is very knowledgeable and takes an active lead in Collective Worship planning, there is a lack of opportunity for pupils to lead worship. Pupils take a lead in speaking roles but they are not skilled in planning and organizing liturgy themselves. As such, this aspect of their knowledge and understanding is under developed.
- Staff have been supported by the headteacher to plan Acts of Worship for pupils but lack the skills to empower the pupils to develop these more independently.

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

- The headteacher and chaplain value Collective Worship and are expert at the planning and leading of Acts of Worship linked to the liturgical year such as Harvest, Advent and Lent. Their energy and drive have ensured that the school has made significant improvements since September 2017.
- The headteacher has attended professional development opportunities including those offered by the Diocese of Nottingham and has begun to enhance the provision for Collective Worship by incorporating these new initiatives into the school's practice. She has begun the process of sharing the relevant skills and building confidence amongst staff to empower pupils to lead liturgical worship.
- Evaluations of Acts of Worship by a range of stakeholders including governors, parents, the headteacher and staff take place and are generally positive but have been limited in their impact.
- Monitoring of Collective Worship by all senior staff is in its infancy and lacks a systematic approach to ensuring that actions leading to improvement are in place and that they are reviewed regularly.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	<b>3</b>
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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 – requires improvement**

- Pupils stated that they enjoyed their Religious Education lessons because they ‘liked the stories’ and that they were expected to work hard in this subject. They valued this area of the curriculum and one pupil commented on how Religious Education lessons made him ‘think about things in his life’.
- During lessons observed, pupils were engaged in a number of activities that promoted active learning. They demonstrated good attitudes towards adults, each other and a willingness to learn.
- Pupils acquired some knowledge and understanding over time, however, the pace of learning requires improvement.
- Work in the pupils’ books is of variable quality with some poorly presented work. Some activities presented a lack of challenge and were low-level requiring very little academic rigour, these included colouring in worksheets at Key Stage 2 which is an inappropriate activity for a core subject of the school’s curriculum.
- Assessment information relating to pupils’ attainment in Religious Education is below diocesan averages at the end of Key Stage 2 and has been for the past two academic years.
- Where there was effective planning, Religious Education was the focus of a cross curricular theme and was fully integrated into the wider curriculum, for example in the Foundation Stage, the topic on ‘Growing’ linked the Religious Education to science, art, PHSE and other areas.

**The quality of teaching and assessment in Religious Education – requires improvement**

- Teachers at Grace Dieu have an appreciation of the Religious Education curriculum. The school has recently adopted the ‘Come and See’ programme of study but teachers’ expertise in its delivery needs to be further developed and the school needs to further resource it in order for it to impact on raising standards in Religious Education.
- Scrutiny of pupils’ work showed evidence of a range of activities in Religious Education including drama and art, for example, an ice candle holder with petals and leaves created as part of outdoor learning.

- During lessons, a range of activities were observed and some pupils demonstrated a sound level of subject knowledge. However, in too many lessons there was too much teacher talk and a lack of opportunity for pupils to record their learning. This was supported in the scrutiny of work in books which demonstrated that children's learning was not extended as much as it could be.
- The requirements of the Diocese of Nottingham regarding coverage for each topic were inconsistent across the school and pupils were not provided with opportunities to write at length at least once for each topic. Although lesson observations indicated the pupils had a reasonable working knowledge of Religious Education, scrutiny of learning over time and pupils' books indicate a lack of challenge considering the capability of the pupils.
- Lead teaching staff at Grace Dieu have a reasonable understanding of assessment procedures for Religious Education. They have taken part in moderation activities at the Diocese of Nottingham, however, assessment is not fully embedded throughout the school and teachers do not yet have an accurate understanding of assessment in Religious Education.
- All pupils' work is marked, however, the feedback provided does not lead to improvement in standards in Religious Education. The use of 'driver words' when providing feedback is not consistent and pupils are not fully aware of how well they are achieving and what the next steps in their learning in Religious Education are.

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

- Over the last two years, leaders have placed significant importance on the training and professional development of teachers. Teachers have attended diocesan courses to support the Religious Education curriculum however, the impact of this training on the standards of attainment in Religious Education has yet to be seen.
- The headteacher provides support for staff in assessing pupils' work in Religious Education based on the *Levels of Attainment*. This area is not fully embedded and is not consistently accurate.
- Leaders conduct a range of monitoring activities including work sampling, lesson observations and pupil discussions but this is not yet sufficiently analytical to impact on standards in Religious Education.
- The school makes links with other agencies such as local and national charities, the parent body and the Diocese of Nottingham and this is a strength of the school. Links with the Diocesan Education Service have supported teachers to develop their understanding of the 'Come and See' curriculum.
- The curriculum supports the pupils' learning and provides them with first hand experiences of the liturgical life of the Church. Pupils spoke of how their friends from different faiths were encouraged to share stories and experiences and how this enhanced their learning and appreciation of each other's religious backgrounds.
- The school broadly meets the episcopal requirement to devote at least 10% of curriculum time to Religious Education, however, some inconsistencies were evident.

## SCHOOL DETAILS

<b>School Name</b>	Grace Dieu Manor School
<b>Unique Reference Number</b>	RP539833
<b>Local Authority</b>	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 2 Acts of Collective Worship.

Meetings were held with the headteacher who is the subject leader for Religious Education, the chair of governors and the chaplain. 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.

<b>Chair of Governors:</b>	Mr Richard Gamble
<b>Headteacher:</b>	Mrs Margaret Kewell
<b>Date of Previous School Inspection:</b>	N/A
<b>Telephone Number:</b>	01530222276
<b>Email Address:</b>	registrar@gracedieu.com

## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires Improvement
<b>Grade 4</b>	Inadequate

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

<b>Grade 1</b>	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
<b>Grade 2</b>	Good	The school is an effective Catholic school. Pupils' needs are met well.
<b>Grade 3</b>	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.
<b>Grade 4</b>	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.