



**DENOMINATIONAL INSPECTION  
REPORT**  
(Under Section 48 of the Education Act 2005)

on

**THE CATHOLIC LIFE OF THE SCHOOL  
AND  
RELIGIOUS EDUCATION**

**School:** St. Edmund Campion School, A Catholic Voluntary Academy

**Address:** Tewkesbury Close  
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West Bridgford  
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**School URN:** 137428

**Headteacher:** Mrs Dorothy Longley (Substantive Headteacher)  
Mrs Moira Dales (Acting Headteacher)

**Chair of Governors:** Ms Gail Neill (Chair of Interim Executive Committee)

**Inspectors:** Mrs Helen White  
Mrs Geraldine Willders  
Mr Michael D'Rozario (Diocese of Hallam)

**Dates of Inspection:** 9 and 10 June 2014

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## **INTRODUCTION**

The inspection of this school was carried out under Canon 806 of Canon Law and Section 48 of the Education Act 2005 in accordance with the Diocese of Nottingham's Schedule for Section 48 Inspections. 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 10 Religious Education lessons and 3 Acts of Collective Worship. Meetings were held with the acting headteacher, the deputy headteacher, the subject leader for Religious Education, a priest from the local parish and the school chaplain. Discussions were held with staff, pupils and parents.

The inspectors scrutinised a range of documents including the school self-evaluation document, governors' minutes, Trust minutes and minutes from the Interim Executive Committee. The subject leader for Religious Education's file and the work in pupils' Religious Education books were also examined.

## **INFORMATION ABOUT THE SCHOOL**

This school is a larger than average Catholic primary school. There are two classes in each year group from Reception to Year 6. The school serves the Parishes of Holy Spirit, West Bridgford; Our Lady of Grace, Cotgrave; St. Anne's, Radcliffe on Trent (including Bingham) and St. Margaret Clitherow, Keyworth. At the end of Year 6, pupils generally transfer to The Becket School, however in the previous Year 6 cohort, some pupils also transferred to West Bridgford School, Hockerill Anglo European College, Nottingham Girls' High School, Kesteven and Grantham Girls' School and Rushcliffe and Nottingham High School.

Of the 411 pupils on roll, 96% are baptised Catholic, 2% are from other Christian denominations and 2% are from other world faiths. The proportion of pupils eligible for the pupil premium is well below the national average. The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is well below average. The largest group of pupils is from White British families. The proportion of pupils speaking English as an additional language or coming from minority ethnic groups is below average.

The substantive headteacher is absent from school and was absent during the inspection. The school is being led by an experienced headteacher from another school within the Trust who took on the role of acting headteacher from 8 January 2014.

The school is an academy within the South Nottingham Catholic Academy Trust (SNCAT). The Scheme of Delegation to the Local Governing Body was removed on 12 March 2014 and an Interim Executive Committee was formed.

St. Edmund Campion School was inspected by Ofsted in February 2009, at that time, it was judged to be outstanding. The school was inspected by Ofsted in February 2014 and was judged to have serious weaknesses. The last Section 48 inspection was carried out in March 2009 at that time, the school was judged to be outstanding.

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## INSPECTION JUDGEMENTS

**OVERALL EFFECTIVENESS**

**3**

**CATHOLIC LIFE**

**3**

**COLLECTIVE WORSHIP**

**3**

**RELIGIOUS EDUCATION**

**3**

### KEY FINDINGS

St. Edmund Campion is a Catholic school which requires improvement.

- Areas for improvement raised at the previous Section 48 inspection have only recently been addressed by the acting headteacher. Inspectors could find no evidence of any work towards addressing the issues raised prior to January 2014 despite scrutinising documentation since the previous inspection.
- Since the appointment of the acting headteacher, there have been substantial improvements within the curriculum for Religious Education, the Catholic Life of the school and Collective Worship. This work however, is in its early stages and has not yet had time to become fully embedded within the school.
- Staff and pupils work hard and spoke highly of their school. Pupils were well behaved and keen to achieve and please.

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

- To ensure that formal systems for the monitoring and evaluation of the Catholic Life of the school, Collective Worship and Religious Education are implemented and that these activities are rigorous and regular thereby leading to continued improvement in all areas.
  - To improve the quality of teaching in Religious Education throughout the school so that it is at least good by ensuring that all activities within lessons are correctly matched to pupils' level of ability and that there are further opportunities for cross-curricular work within Religious Education lessons.
  - To develop a robust whole-school tracking system for processing and analysing information about pupils' standards in Religious Education so that meaningful and challenging targets for pupils' work in Religious Education can be set and so that pupils' progress can be tracked more carefully.
  - To continue to develop the provision for and involvement of pupils across school in Collective Worship, Religious Education and the Catholic Life of the school.
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# CATHOLIC LIFE

## THE QUALITY OF 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.
- 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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Pupils are happy, confident and proud to belong to St. Edmund Campion Catholic School. They are keen to help others, both in the school and in the wider community and beyond, and pupils regularly raise funds for charitable causes. Behaviour is good and Year 6 prefects have a key role in encouraging all pupils to look smart and behave well throughout the school; this has a positive impact on the collective goal of the school in terms of expectations for good behaviour. Pupils understand the importance of key celebrations in the liturgical year and are able to talk about these. The majority of pupils join the school with a good understanding of Catholic life, traditions and beliefs; given these starting points and the large proportion of practising Catholics, they would benefit greatly from being given further opportunities by the school to develop their involvement in and their contribution to the Catholic Life of the school.

The school mission statement has not been reviewed and has not been central to the work of the school. Leaders in the school confirm that this is the case and that pupils and other stakeholders have not been involved in shaping the mission; this is vital in securing the commitment of the whole community to the Catholic Life of the school. The acting headteacher and the subject leader for Religious Education recognise this and understand that this needs to be addressed; they have therefore ensured that this is a priority in the school development plan. Pupils comment that the school meets their pastoral needs and talk positively about the ways in which staff support them. They comment that bullying is rare but that, if it did occur, 'teachers would deal with it'. The fortnightly visits of the social worker are highly valued. The whole-school introduction of 'statements to live by' in January 2014 is having a positive effect on provision for the Catholic Life of the school, however, it is primarily providing a focus for Collective Worship. This needs to be embraced by the whole staff to ensure that this positive step is disseminated across the whole school for the benefit of pupils' personal, social, spiritual and moral development in the context of a Catholic school. Provision for pupils' Relationship and Sex Education is minimal and needs to be reviewed.

The current leadership of the school is aware of the importance of monitoring and evaluating the provision for the Catholic Life of the school. Until very recently, leaders and managers had not taken on board the responsibility of placing the Catholicity of the school at the centre of all they do. There was a significant lack of monitoring and evaluation and therefore leadership of the Catholic Life of the school has been inadequate. Although recent changes have begun to impact positively, it remains a concern. Self-evaluation remains a priority for leaders and managers; in spite of this being highlighted as an area for development in the previous inspection in 2009, it had not been addressed until very recently.

Since the last inspection, termly headteacher reports to governors consistently referred to the monitoring of Religious Education, including the Catholic Life of the school and Collective Worship. However, inspectors could find no evidence which demonstrated that any formal monitoring had actually taken place. Leaders concur that this was the case. Furthermore, inspectors found no evidence that the previous governing body undertook any formal monitoring or evaluation of the Catholic Life of the school. The acting headteacher and subject leader for Religious Education have been instrumental in undertaking a baseline self-evaluation, however, prior to January 2014 there has been minimal monitoring to provide the secure foundation upon which to make judgements. The Interim Executive Committee (IEC) established in March 2014 has undertaken monitoring visits to evaluate the Catholic Life of the school (May 2014). Due to a lack of sufficient prioritisation for the Catholic Life of the school from the senior leadership team before January 2014, there is not yet enough sustained evidence at this stage for the judgement on leadership and management for this area to be anything other than inadequate. However, the inspection team feels that there is now the capacity for this area of the school to be addressed robustly and swiftly.

Of the small number of parents spoken to during the inspection, there was generally a very positive response regarding the school as a Catholic school. A very small minority of parents raised concerns that the current leadership of the school (since January 2014) was having a negative effect on the Catholic Life of the school and specifically the faith and commitment of staff, pupils and families. Inspectors found no evidence to support this, but on the contrary found that there had in fact, been a marked improvement in the school's provision and effectiveness as a Catholic school since January 2014.

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# COLLECTIVE WORSHIP

## THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship. 

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- The quality of provision for Collective Worship. 

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- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship. 

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Pupils participate in daily prayer and generally act with reverence in class based opportunities for prayer. However, engagement in larger Acts of Worship is less focussed and at times a large proportion of pupils are restless and do not participate fully. Nevertheless, pupils do join in with prayer and singing on these occasions. The school recognises that pupils have experienced only basic approaches to prayer with limited exposure to artefacts or creativity in styles of worship. However, this is improving as a result of accurate self-evaluation. The much improved provision for daily Acts of Collective Worship as of January 2014 is beginning to have a positive impact. The 'Let us Pray' resource is used across the school to support pupil led liturgy and the introduction of the school chaplain in September 2013 is having a positive influence on pupil leadership of Collective Worship. Key Stage 2 pupils are developing a foundation upon which they can now build their ability and confidence in preparing and leading worship independently. This is much needed and, in time, will have an overall positive effect on the quality of provision. Pupils are developing a good understanding of the Church's liturgical year and worship is planned to celebrate key seasons and feast days. Opportunities to learn about other faiths are planned through the year at a class based level; the opportunity to share this learning and experience as a whole school would help to secure a deepened understanding and respect for different world faiths.

Until recently, Collective Worship had not been central to the life of the school; it was not given the prominence or the high profile prevalent in a good Catholic school and prior to January 2014, daily Acts of Worship did not take place consistently. There is now a clear timetable for daily worship, including pupil led opportunities in Key Stage 2. Collective Worship is beginning to be seen as a whole school responsibility and the acting headteacher and subject leader for Religious Education, with the support of the deputy headteacher and chaplain, are instrumental in ensuring this is put into practice and having the impact required. Nevertheless, the gathering of the whole school community is still not regular and teachers do not always join whole school Acts of Collective Worship. This has a detrimental effect, not only on the apparent lack of importance placed on worship, but also on the development of staff expertise in being able to lead it. The acting headteacher has implemented some CPD for staff, but, in order for the whole school to improve the quality of Collective Worship, a whole school prayer life needs to be developed. The recent introduction of invitations to parents to attend class led liturgies is a step in the right direction towards establishing this. Parents spoken to during the inspection welcomed this.

The acting headteacher, subject leader for Religious Education and deputy headteacher have the aspiration and ability to promote Collective Worship and are now beginning to

ensure, with support from the chaplain, a more consistent quality of worship. Staff, other than the subject leader for Religious Education, have not previously had the opportunity to access training provided by the diocese and this is of concern, particularly considering the variety of skills and competencies among the staff. However, the current leadership of the school rightly considers this a priority. Equally, the monitoring of the quality of Collective Worship had not been undertaken prior to January 2014. Leaders and managers have now begun to monitor the quality of provision for Collective Worship. The evaluation of this has been used to good effect to put in place plans for improvement. In addition to this, views have been sought from parents, visitors, staff and pupils and this now needs to become a consistent aspect of monitoring and evaluation and the analysis of this information needs rigour to ensure the quality of provision. Leaders and managers acknowledge and accept that there are areas for improvement and the action points need to be acted upon and monitored with the necessary urgency to bring about effective change.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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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 (including governors) monitor and evaluate the provision for Religious Education.

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Although pupils enjoy their lessons in Religious Education, pupils shared their concerns regarding limited differentiated tasks. Pupils are keen to do well and work hard in class. However, it was noted during the inspection that differentiation was generally based on abilities within literacy skills and not based on pupils' knowledge and understanding of Religious Education. Pupils are not progressing as well as they should, given the high standards of the pupils' understanding of Religious Education as they enter the school. Very able pupils are well supported by home and the parishes. Inspectors could find no analysis of the progress of different groups of pupils in Religious Education. Data which had been collected had not been analysed. Whilst pupils learn over time, the pace of learning requires improvement.

During the inspection, lessons observed were either good or required improvement; there were no outstanding or inadequate lessons observed. Although attainment is good in Religious Education, there has been no measurement of how each child has progressed in the subject. Prior to the acting headteacher's appointment, lessons were generally differentiated by outcome rather than planning individual targeted learning activities. Therefore, teaching in Religious Education has only just started to meet the needs of pupils. Target cards which enable pupils to be involved in their own assessment were introduced in November 2013. Teachers carry out termly assessments in line with diocesan guidelines; however the use of 'I can' statements is not consistently used across the school. The quantity of recorded work completed by pupils needs to increase in order to meet diocesan expectations, as does the amount of time allocated to Religious Education within the school's timetable. The Bishops' Conference of England and Wales requirement is that 10%

of the teaching week must be allocated to the study of Religious Education within a Catholic school.

In April 2014, pupils were given new Religious Education exercise books. Inspectors scrutinised pupils' books used from September to March 2014 and the new books used since April 2014. It was noted that there had been a huge improvement in the quality of marking since April. Teachers were not only marking with positive comments, but they were also asking the pupils to consider 'next steps'. Key questions were also evident. There was evidence of pupils responding to teachers' comments in these new books. Evidence from the new books demonstrated higher expectations which the teachers have of the pupils. This work now needs to be embedded and developed further.

Leaders and managers have very recently begun to monitor pupils' progress in Religious Education. The newly implemented plans have not yet had sufficient time to make any sustained impact on raising standards. The subject leader for Religious Education carried out lesson observations for the first time in the Spring Term 2013 during her own PPA time. Prior to January 2014 there was no evidence to show how leaders and managers monitored the provision or outcomes in Religious Education. The subject leader for Religious Education has the skills and vision to take this subject forward. Prior to January 2014 however, she was not allocated any release time to carry out her monitoring role. The Religious Education policy has recently been updated. There are links with the other schools in the Trust through the school chaplain. The school has established links with the Parish CAFOD representative. The school needs to continue to develop links with the Diocesan Education Service (DES) in order to continue the recent improvements implemented by the acting headteacher. In order to support improvement in Religious Education further, staff need to access the training offered by the DES. During the inspection, one teacher commented that they had requested CPD for Religious Education in the past but that this had been refused.

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## 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, there are aspects that require improvement. The school will receive a monitoring visit each year and 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 a monitoring visit each year and will be re-inspected within 3 years.

