

DIOCESE OF NOTTINGHAM INSPECTION SERVICE



SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

Our Lady & St. Edward's Primary & Nursery Catholic Voluntary Academy
(Part of the South Nottingham Catholic Academy Trust)
Gordon Road
Nottingham
NG3 2LG

8 February 2012

URN: 137439

SECTION 48 DENOMINATIONAL INSPECTION REPORT

School:	Our Lady & St. Edward's Primary & Nursery Catholic Voluntary Academy (Part of the South Nottingham Catholic Academy Trust) Gordon Road Nottingham NG3 2LG
Headteacher:	Mrs Moira Dales
Chair of Governors:	Mrs Roz Marshall
Date of Inspection:	8 February 2012
Inspection Team:	Mrs Anne Recchia & Mrs Helen White
URN:	137439
Overall Grade Awarded:	1

Description of the school

Our Lady and St. Edward's is an above average sized Primary and Nursery School which mainly takes pupils from the parish of St Ann's, close to the city centre of Nottingham. This school is part of the South Nottingham Catholic Academy Trust. Less than half of the pupils are of White British heritage, although this remains the largest ethnic group. Other substantial ethnic groups include Black British African and Black British Caribbean, White European, mainly Polish and pupils of mixed ethnicity. Around a third of the pupils speak English as an additional language; this has increased substantially since the last inspection. Attainment on entry is below national expectations and often well below in terms of language acquisition. Approximately one third of children are entitled to a free school meal, the school community being amongst the 10% most deprived in the country. The proportion of pupils with special educational needs is well above average. The school enjoys considerable support from parents many of whom make a positive choice for the school because of its Catholic ethos. 65% of the school's pupils are baptised Catholic.

Overall effectiveness

The overall effectiveness of Our Lady's and St. Edward's School in providing Catholic Education is outstanding. The school is inclusive in all of its practices and, as a result, there is no variation between any groups of pupils. All groups of pupils make generally good progress from starting in the foundation stage to completing key stage two. The school has built upon the many strengths noted at the last inspection and has worked effectively on the previous areas of development.

The headteacher and Religious Education co-ordinator are both excellent role models for the staff and pupils and are enthusiastic in promoting the Catholic mission of the school. They are effective in monitoring and reporting on the Religious Education curriculum within the school and understand the strengths and weaknesses within the curriculum. Prayer and worship underpin the Catholic life of the school and the school chaplaincy team is continuing to develop. Pupil behaviour is generally very good. Pupils and parents speak highly of their school and value the sense of being part of a Christian community where people care for each other. Spiritual, moral and social development is very well addressed through the Religious Education programme within the school. The governing body is very well informed about standards and attainment and the Catholic life of the school by the headteacher through her detailed written termly reports.

Teachers' confidence in assessing pupils' attainment in Religious Education is good and their good knowledge of the subject and good teaching skills are beginning to have a positive impact on levels of attainment in Religious Education.

Overall effectiveness	Grade: 1
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What does the school need to do to improve further?

Continue to refine Religious Education assessment procedures, showing that they are as robust as in Reading, Writing and Mathematics to ensure that pupils in key stage 1 make accelerated progress each year in order to raise standards of attainment in Religious Education to national expectations by the end of the key stage.

Further develop a baseline assessment for Foundation Stage on entry to Reception and to re-assess the pupils as they complete their time in the reception class in order to ascertain strengths and weaknesses in terms of Religious Education within the Foundation Stage.

Prepare and resource the new Religious Education scheme of work 'Come and See' available from September 2012 and continue to use the trial materials and access the training provided by the Diocese for the new scheme for teachers during this academic year and beyond.

Further develop the role of the 'chaplaincy' team and involvement of other groups of pupils in the preparation and leadership of acts of collective worship.

The school's capacity for sustained improvement

The school has outstanding capacity to improve and is very well placed to embrace the exciting developments that lie ahead as part of a multi academy trust. Striving for excellence, together with a desire to continually improve is an integral part of school life for leadership at all levels whilst maintaining the highest level of care and support for its pupils. In particular, the dedication, drive and expertise of the senior leadership team is a major factor in the school's capacity to improve further. Religious Education is very well led by the Religious Education co-ordinator. The school has much to celebrate and understands fully the measures needed to be put in place in order to continue to strive for excellence.

The school's capacity for sustained improvement

Grade: 1

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

Pupils' standards of attainment in Religious Education are satisfactory based on diocesan expectations of the number of pupils attaining a Level 4B in Religious Education at the end of key stage 2.

Baseline assessments in September 2011 show that attainment on entry in Religious Education is below average. Pupils in foundation stage reception class, as a consequence, need to make rapid progress to reach levels expected at the beginning of key stage 1. The majority of pupils are making good progress but still fall short of expectations in Religious Education by the end of the foundation stage. Throughout key stage 1, expectations that pupils make 1 level of progress throughout each year would ensure that the rapid progress required to reach expected levels by the end of key stage 1 are achieved. Currently pupils' standards in Religious Education by the end of key stage 1 are below expectations but good progress has been made from the foundation stage given the large proportion of pupils with English as an additional language and pupils with learning difficulties. Data collected over the last academic year appear to show that the rate of progress is not sustained throughout key stage 2, however, during the inspection process, pupils in key stage 2 demonstrated high level skills in their ability to reflect and write their own psalms and prayers. Pupils were able to make links with ways in which we give thanks to God during the Eucharist. The most able children in Year 6 demonstrate that they can reflect on the teachings of Jesus and could use their knowledge and understanding of the Bible to find links to the wider world and relate these to their own lives. Attainment in the current Year 6 is good. This means that achievement and progression throughout key stage 2 is good or better.

Teaching throughout key stage 1 and 2 is well differentiated and the assessment and marking within Religious Education could be considered a strength. Children with learning difficulties and disabilities receive good support from teaching assistants in class. ICT was used to good effect in classes to help deliver the lesson by teachers and by the pupils when recording their work. Evidence from lesson observations during the inspection showed that the children were enthusiastic about Religious Education and worked diligently and effectively when the tasks were appropriate for their capabilities

and when clear explanations had been given. Lessons were well planned throughout key stage 1 and 2 and good resources were provided which enabled the children to approach tasks with confidence. Pupils generally work hard, were polite, courteous and respectful.

Children willingly take on responsibilities and contribute to the Catholic life of the school outside of lessons. Members of the school council and school chaplaincy team contribute to and influence, in some way decisions about collective worship. They know that religion influences the way in which people live their lives, that there are many different religions and different faith practices and that they should show respect and care for religious objects around school. The children are considerate and caring towards one another and most behave very well. They respond to the needs of others outside of school who are less fortunate than themselves, enthusiastically organising activities to raise funds to address their needs. Pupils participate in church and community events and in local and national fundraising e.g. CAFOD, Emmanuel House, SVP and Samaritan's Purse.

Pupils participate well in acts of collective worship and the chaplaincy team is increasingly involved in the planning and preparation of these. These involve celebrations of the current 'Here I Am' themes or feasts within the liturgical year. During the act of worship observed during the inspection, which was attended by a good number of parents, the children behaved with reverence and respect. Pupils participated by answering questions from the school chaplaincy team and the choir took the lead in the singing. The class worship observed involved the work carried out with the chaplaincy team and within the Religious Education lesson. The pupils engaged well with every aspect of the worship and were visibly moved by the experience.

How good outcomes are for pupils, taking account of variations between different groups	Grade: 2
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LEADERS AND MANAGERS

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils

The headteacher and senior leadership team promote, monitor and evaluate the provision for Catholic life and plan improvements to outcomes for pupils to an outstanding level. They are deeply committed to the mission of the school and are enthusiastic in promoting this to the whole school community. Self-evaluation is both accurate and honest allowing the school to recognise its strengths and develop those areas of weakness as a priority. As a result, the school's development plan is well focused on raising standards and developing the Catholic life of the school. The school uses outside agencies very effectively to help to plan and evaluate its practice. This has led to the development of very rigorous systems of monitoring and evaluating pupils' standards and progress and the development of prayer and worship within the school.

The pupils have a high regard for and understanding of their part in shaping the school and its mission. The chaplaincy team and school council in particular show good leadership qualities, are actively involved in shaping the mission of the school and are excellent ambassadors for Our Lady and St. Edward's School.

The headteacher and senior leadership team support the teaching staff well. They provide good induction and in-service training that raises understanding and commitment to the Church's mission in education. As a consequence, teachers feel confident in their teaching, are able to evaluate their own practice and are not afraid to seek help when necessary. Staff morale is high in the school because of the strong sense of purpose created by the headteacher and senior leaders.

Community cohesion is outstanding. Within the school, there is a common sense of welcome and belonging. Relationships are strong between the pupils and they respect and appreciate the care and concern shown by the adults in the school. Friendship groups cross faith, cultural, social and economic boundaries and pupils are able to articulate well the inclusive nature of the school. There are strong links with the parish and the Franciscan Friars based in the building adjacent to the school. The Parish Priest is a regular visitor and not only celebrates Mass with the children but is also involved in delivering some of the Religious Education curriculum. He recently helped pupils in Years 5 and 6 with their knowledge and understanding of the Sacrament of Anointing of the Sick. The parish SVP group work alongside the school supporting families. The school also employs a social worker to work with children and their parents. The school encourages pupils to participate and understand the issues in their immediate local community. The headteacher and leadership team are passionate about raising the aspirations of the pupils in their care. The 'Aspirations Week' held at the beginning of the year gave pupils the opportunity to meet with and learn from visitors from their local community with a range of occupations and life choices.

The school has developed strong links with the schools in the Academy Trust, sharing expertise and good practice. The plans to employ a chaplain for the trust will further enhance the opportunities for pupils' spiritual and moral development. Links have also been made with a small rural school in Derbyshire and other local schools in the immediate area. Pupils experience working with children from different backgrounds on a daily basis within the school and whilst on residential trips to the Briars. The school is beginning to develop links beyond the United Kingdom with a school in France.

The headteacher and senior leaders ensure the Religious Education curriculum provides opportunities for children to find out about other faiths and cultures. This results in a culture of respect for all faiths and a mutual understanding. The views of parents are regularly sought and there is a strong parent association that organises fundraising events which serve to unite the community and help fund extra resources for the children. Feedback from parental questionnaires is very positive showing parents hold the school in high regard.

The headteacher and Religious Education coordinator undertake a range of rigorous monitoring activities that provide a rich picture of the pupils' attainment and progress in Religious Education. This leads to well targeted planning and professional development opportunities that have resulted in raised standards since the last inspection.

The governing body has a good range of expertise and are becoming increasingly involved in evaluating the work of the school and regularly review the school priorities for development. They are well informed by extensive and detailed reports from the headteacher. They are aware of the barriers to learning in Religious Education and support the work the school is doing to overcome these. There is a suitable committee structure and reporting system in place to ensure that governors understand the school's strengths and areas for development. As they engage with the self-evaluation process more fully, they will be able to offer high levels of professional challenge holding the school to account as critical friends.

How effective leaders and managers are in developing the Catholic life of the school	Grade: 1
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PROVISION How effective the provision is in promoting Catholic Education

Teaching ranges from satisfactory to outstanding but the majority of teaching is good. The monitoring of teaching by the school shows that good teaching is a consistent picture. Evidence from book scrutiny and planning also confirms this judgement. Teachers plan well, taking assessment into consideration and ensure that the curriculum is interesting and creative to engage the pupils. Teachers are able to effectively differentiate tasks for pupils as a result of assessment of prior learning. Consequently, pupils are able to consolidate, build upon and extend their knowledge and understanding of the subject. Where teaching is outstanding, teachers plan work to both meet the needs of all the pupils and challenge them to achieve at the highest level with well differentiated tasks. Much of this outstanding practice is disseminated regularly through joint planning and monitoring meetings. Planning in the reception class follows the foundation stage curriculum but needs to be more focused on Religious Education objectives in order to help pupils to make the rapid progress needed to raise standards further. Throughout the school, technology is used very effectively by teachers to enhance provision. Teachers generally have good subject knowledge. Those teachers who are not Catholic are ably supported by the Religious Education coordinator and work hard to establish knowledge of the Religious Education curriculum. Care, however, must always be taken when teaching the basic rudiments of the Faith that the appropriate language is used to convey meaning.

Pupils are provided with very good feedback both orally and through the marking systems. Marking is consistently strong throughout the school and ensures that pupils know how well they have done and what they need to do to improve. Pupils are now beginning to self-assess their work with the aid of target cards. These are used very effectively to show the next steps in their learning. Some pupils in Year 6, working on Level 5 targets, were able to assist other pupils in refining their work to achieve at a higher level. The school collects detailed and accurate information on pupils' standards in Religious Education and uses this well to modify the curriculum and promote improvement. The senior leadership team are continually trying to refine this in order to establish fine levels of progress and feed this back to teachers and the pupils. This is admirable and shows a real dedication to finding ways to celebrate the smallest to larger levels of improvement.

The Religious Education curriculum is both creative and effective in engaging the pupils in their learning. Good use is made of other subjects to enhance the curriculum and make links with pupils' own experiences. The school has adopted the Millennium Goals and is using these very creatively to enrich the curriculum. Teachers work well collaboratively to plan interesting work including drama, role play and music. The curriculum is well customised to meet the needs of all pupils especially groups or individuals who need extra support to maximise learning. Classroom support is well used not only to support less able pupils but also to challenge the most able. The Religious Education curriculum provides excellent opportunities for the spiritual and moral development of the pupils.

Acts of collective worship are given a high profile, they reflect the distinctive Catholic character of the school and the pupils are very confident participants. The school is continuing to develop this aspect of provision and uses the Briars outreach team to work with pupils throughout the year. This has resulted in a confident chaplaincy team who are beginning to help and support younger children to develop their own liturgies.

Staff and pupils regularly review the provision for prayer and worship and plan improvements. Opportunities to celebrate key festivals and holy days in the Catholic calendar and festivals in other faiths are well planned. As a result, pupils understand their own faith and have an insight into the faith of others.

How effective the provision is in promoting Catholic education	Grade: 1
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Common grading scale for all inspection judgements	
Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Inspection Judgements Summary

Overall effectiveness – How effective the school is in providing Catholic education.	1
How good outcomes are for pupils, taking particular account of variations between different groups.	2
How effective leaders and managers are in developing the Catholic life of the school.	1
How effective the provision is in promoting Catholic education.	1
How good OUTCOMES are for pupils, taking particular account of variations between different groups.	2
How well pupils progress and enjoy their learning in Religious Education.	2
Taking into account:	
<i>pupils' standards of attainment in Religious Education;</i>	3
<i>the quality of pupils' learning and their progress;</i>	2
<i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>	2
The extent to which pupils contribute to and benefit from the Catholic life of the school.	1
How well pupils respond to and participate in the school's Collective Worship.	1
How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.	1
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils.	1
How effectively leaders and managers promote Community Cohesion.	1
How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	2
How effective the PROVISION is in promoting Catholic education.	1
The quality of teaching and how purposeful learning is in Religious Education.	2
The effectiveness of assessment and academic guidance in Religious Education.	1
The extent to which the Religious Education curriculum meets pupils' needs.	1
The quality of Collective Worship provided by the school.	1