



DIOCESAN CANONICAL INSPECTION REPORT

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

Our Lady of Perpetual Succour Catholic Primary School, A Voluntary Academy

Piccadilly, Nottingham, NG6 9FN

School URN:	138338
Inspection Date:	21 November 2016
Inspectors:	Mrs Fionuala Boucher and Mr Gregory Hughes

Overall Effectiveness	Previous Inspection:	Good	2
	This Inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Outstanding	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Our Lady of Perpetual Succour Catholic Primary School is an outstanding Catholic school.

- Our Lady of Perpetual Succour School has Catholicity at the heart of everything it does. The school lives out its mission statement, '*Learn to love - love to learn*' and as a result, Catholic Life is outstanding.
- Collective Worship is outstanding. Behaviour of pupils is exemplary and relationships between all stakeholders are respectful. Parents are very supportive and there is a real sense of community in prayer and spirituality.
- Religious Education is outstanding. It is taught with careful planning, monitoring and assessment. Leaders are fully committed to driving the subject forward. The school is in a position to further challenge written outcomes for pupils to add even more depth to responses through dialogue between pupil and teacher. Marking now needs to encourage pupils to be even more self-evaluative and reflect on how they can improve their work.
- Governors are well informed and provide critical and supportive challenge to ensure that outcomes are outstanding. The parish priest and the lay chaplain are an active part of the school's religious formation.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- Our Lady of Perpetual Succour Catholic Primary School is an average sized primary school.
- The school serves the parish of Our Lady of Perpetual Succour, Bulwell in Nottingham.
- Since the last Inspection, the school has worked hard at improving and addressing fully targets set at the previous inspection and have a settled and effective team of staff which works closely with governors to ensure outstanding outcomes.
- Our Lady of Perpetual Succour is part of the St Barnabas Catholic Academy Trust.
- 94% of pupils are baptised Catholic, 4% of pupils are from other Christian denominations; 1% of pupils are from other World faiths and 1% of pupils have specified no religious affiliation.
- 16% of pupils have special educational needs and/or a disability and 15% of pupils are eligible for the pupil premium.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To further increase pupils' attainment in Religious Education particularly by ensuring a greater level of challenge for higher attaining pupils by:
 - Challenging pupils to add even more depth to their written responses by using Scripture and other research sources more effectively.
 - Developing the quality of marking so that pupils can be even more self-evaluative and reflect on how they can improve their work further.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	1
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<ul style="list-style-type: none"> • The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<ul style="list-style-type: none"> • The quality of provision for the Catholic Life of the school. 	1
<ul style="list-style-type: none"> • How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school. 	1

The extent to which pupils contribute to and benefit from the Catholic Life of the school - outstanding

- Pupils at Our Lady of Perpetual Succour have a deep sense of belonging to their school. They recognise it as a special place, saying enthusiastically ‘We are a loving community together’. They openly share, explain and strive to live out their school motto: ‘*Learn to love – love to learn*’.
- Pupils are happy, confident and secure; they articulate their identity ably, reflecting their understanding that part of their mission is to think of others, explaining that in their school, ‘We learn to be a good friend - to show compassion’. They recognise the many ways in which they can demonstrate a passion for justice within and beyond their school: raising money for the Nottingham Refugee Forum, the British Legion and CAFOD brings them obvious pleasure - coupled with the fact that these enterprises remind them that ‘it is fun to spend time with each other’ while working for a good cause.
- Pupils consistently demonstrate exemplary behaviour. They show respect to each other, maturely recognising that when issues arise, ‘we sometimes need help, but we can usually sort it out for ourselves’. Pupils listen well in meetings and discussions, demonstrating their positive outlook and ability to work together in promoting the school’s ethos and Catholic Life.
- Pupils are keen to benefit from the wealth of personal support and development on offer. Missionaries, chosen each week as role models for their peers, take their position seriously and delight in the privileges this brings, such as the wearing of a special medal and dining with the headteacher. Buddy systems, school council membership and the Faithful Friends chaplaincy team enable pupils to joyfully serve others.
- Pupils are proud not only of their school, but of themselves: they have a strong sense of personal worth: ‘We share our differences well. We don’t mind what we even look like and whoever we are, we appreciate what God has given us’.

The quality of provision for the Catholic Life of the school - outstanding

- Substantial work has been underway since the last inspection to ensure that the school's target to 'continue to keep the Catholic mission at the heart of school life' is fully realised. This is now an area of school strength.
- The school's mission statement is a living expression of all that is undertaken within Our Lady of Perpetual Succour; this is also visible in pictorial form within the entrance, setting the tone for visitors that this is a place where the Catholic Life of the school is highly prized.
- Staff commitment to Catholic Life is strong; this is evident in the relationships fostered between and amongst pupils and adults at all levels. The headteacher's belief that 'relationships are everything!' supports the tangible sense of community which permeates the school.
- Pupils recognise that they are given the opportunity to 'think deeply' about the Catholic character of their school. Learning environments are conducive to the promotion of Catholic Life: they are bright, inviting and reflective; impressive displays record the breadth of experiences on offer across the school, such as Cultural Diversity, Remembrance activities in November and Peace Week; the school motto is evident in all classrooms and communal areas; religious artefacts and symbols are thoughtfully distributed throughout the building, leaving no uncertainty as to the school's Catholic ethos.
- Pastoral care is of the highest priority. Policies, procedures and practice ensure that pupils benefit from quality provision which takes account of all pupils, particularly those within vulnerable groups. Relationships and Sex Education (RSE), Personal, Social, Health and Emotional development (PSHE) and pastoral care complement and support Catholic teachings and principles. Pastoral care is extended to support the needs of staff members, so that all benefit from this care and consideration.
- Behaviour is a strength of the school. The highest standards are expected, demonstrated and communicated; all members of the school community promote and adhere to these standards, which are in keeping with the teachings of the Catholic Church.

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

- School leaders and managers are passionate about the Catholic Life of the school; they are deeply committed to the Church's mission and are a source of inspiration in their work.
- The school's mission statement, embodied in their motto 'Learn to love - love to learn', is seen as 'a visible golden thread' woven into school life; this promotes provision for Catholic Life to an outstanding level.
- School self-evaluation is reflective, accurate and rigorous; there is an explicit focus on the development of the Catholic Life within the school through the monitoring and evaluation process. Leaders and managers have an overt determination to embed 'the best faith development possible' through living and learning within this Catholic community. Key partners are recognised as an important part of developing and promoting Catholic Life: the parish priest and parishioners are heavily involved in planned improvements and initiatives.

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- Parental engagement is a strong feature of the school community; leaders and managers have worked hard to sustain partnership working. Parents strongly support the school's ethos and recognise the high quality provision for Catholic Life of the school. They say, 'This is a family, more than just a school' where there are 'very good links between the school and the Church'. 'You want to know that your child will be loved and cared for like you would do it yourself'.

- Governors are highly ambitious for the Catholic Life of the school, acknowledging this as a high priority. Governors are actively involved: they frequently visit, joining the school community for special events as well as on day-to-day occasions. They delight in the pupils 'creating the Catholic Life of the school as agents of change themselves'. Governors balance the supportive and challenging role conferred upon them, driving forward for improvements as key partners within the outstanding leadership team.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	1
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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 - outstanding

- All pupils show engagement during Acts of Worship. This is reflected in their prayerful silence and reverence during times of meditation, the high levels of thoughtful responses from across the age range and the quality of communal singing. Pupils are interested and show focus: they are keen to offer answers and respond positively to the contributions of others.
- Pupils participate in traditional, contemporary and spontaneous prayer, showing deep thought and understanding during these important times. They can explain that we light a candle because ‘Jesus is the light of the world’; they can reflect upon and share their thoughts upon Jesus’ words about how we show mercy in our lives to people who are sick, lonely and hungry; they choose to pray for those currently in need, saying: ‘Help the refugees to get a nice home’.
- Pupils at Our Lady of Perpetual Succour can lead their community life of prayer with eager confidence. They are proud that they ‘do liturgies with our classes’ as well as within the whole school community, explaining that they enjoy being creative through reading, drama and dance. Faithful Friends, chosen from the older classes (Y3-Y6), enjoy meeting with the school’s chaplain to plan and lead further worship; they are an effective group, with a clearly understood remit; they show pride in their important role; prior to the commencement of Advent, they chose ‘hope’ as a suitable theme in order to give a clear purpose, message and direction to their planned liturgy.
- Knowledge of the church’s liturgical year is clearly understood by pupils. They can explain the colours used on the prayer table and speak confidently about religious artefacts.
- All pupils show a deep respect for those of different faiths. They say, ‘You can think deeply about other people... we get to learn about other faiths, like Sikhism and the Jews... and how they pray’. They have an inclusive outlook which takes into account their understanding of diversity and respect.

The quality of provision for Collective Worship - outstanding

- Collective Worship is central to the life of the school. Prayer punctuates the day and is cherished as a special time for all. The staff team gathers on a regular basis for prayer, sharing the responsibility for preparing this worship time amongst themselves.
- Collective Worship is rightly given high priority: resourcing, timetables and planning reflect this. The range of prayer incorporated, and the creativity employed to set the atmosphere and mood within planned liturgy, ensures that all are exposed to a deeply spiritual and varied experience. The peace garden and prayer room are extensions of the commitment to provide a variety of spaces to promote group and individual worship opportunities within the school environment.
- The themes chosen for Collective Worship match the Church's liturgical season and mission. For example, the diocesan liturgy to mark the close of the Year of Mercy, shared with schools as a generic starting point, was adapted creatively, planned innovatively and personalized for Our Lady of Perpetual Succour's school community. The headteacher and parish priest, alongside pupils and a range of school-based adults, led this occasion which resulted in an outstanding response from all present, including parents and carers.
- Staff are highly skilled in supporting pupils to plan and lead worship; they have extensive knowledge of the various forms of worship which can be incorporated into a meaningful experience. Pupils as young as those in the Early Years classes are supported to perform outstanding liturgical dance; junior pupils are enabled to record film clips which impact on the developing thoughts of their peers; the interest of the youngest pupils in the Early Years classes is held because of the range and good timing of opportunities incorporated into Collective Worship.
- The school's investment in a dedicated and effective chaplain, and the frequency of support from the much-appreciated parish priest, reflect the level of importance placed on the provision for Collective Worship by all stakeholders. The united approach to worship opportunities results in an enhanced experience for the whole school community.

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

- Leaders and managers, including clergy, the chaplain and senior school leaders, have a firm grasp of and expert knowledge in planning and delivering high quality experiences of Collective Worship. They frequently work together, modelling for pupils and engendering in them a deepening appreciation of the traditions of the church. Exemplar leadership, at all levels, has a significant impact on pupils, leading to an outstanding response.
- Leaders and managers prioritise the liturgical and spiritual development of school staff, recognizing the importance of adult formation. Interviewees are asked about their faith and values as part of the recruitment process; access to diocesan training and in-house professional development is an integral part of the support system for staff.

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- Leaders and managers have a thorough understanding of church's mission, exemplified in their provision during the year-long Extraordinary Jubilee of Mercy (2015-2016). The Year of Mercy has been lived in Our Lady of Perpetual Succour School and its legacy is high priority in the minds of pupils and staff alike: sustained project work has been successful in fostering the principles of mercy carried out through corporal and spiritual acts. For example, pupils' response to the question 'Can we stop being merciful now?' is a resounding 'No!' Their desire to complete banners to be presented at their New Year Mass in January shows that leaders and managers are continually pressing forward in the area of pupil formation.
- Displays provide a visual, creative reminder of the Church's year and the school's active participation in Collective Worship
- Parents hold leaders and managers in high esteem. They note the 'very good links' between the parish and the school, praising the Collective Worship opportunities for themselves and their children. They see Collective Worship as one of the school's strengths.
- Monitoring and evaluation of Collective Worship is a clear school priority. Albums and files document plans and reflections; photos record experiences and the range of opportunities provided; accurate self-evaluation recognises strengths – but there is no complacency shown.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	1
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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 – outstanding

- Pupils at Our Lady of Perpetual Succour speak sincerely and with confidence and conviction about their high level of enjoyment of learning in Religious Education. The school has a high percentage of Catholic pupils at 94%. Its nursery plays an important part in the religious formation of the children with the majority of the Foundation Stage 2 intake attending this pre-school provision. Consequently, these pupils have a better on entry level of religious literacy. The remaining intake receives good spiritual guidance from the Foundation Stage and makes good progress from a lower level of understanding. Prayer forms a central part to each day. Assessment data for Religious Education is rigorous and accurate. Evidence presented for the last three years shows that pupils at Our Lady of Perpetual Succour begin school with the majority of pupils being either at or above age related expectations for religious literacy. By the end of Key Stage 1, pupils make extremely good progress with no group being noticeably behind and data is above diocesan averages. All year groups make progress relative to on entry data. At Key Stage 1, the school has averaged 94% of pupils at Level 2 or above over the last 3 years with a 90% outcome in 2016. At Key Stage 2, the school has averaged 92% of pupils at Level 4 or above over the past 3 years with an 86% outcome in 2016. These outcomes are consistently above diocesan expectations and represent substantial and sustained progress. Targets set for this year remain high with expectations for Key Stage 1 being 93% and Key Stage 2 being 87%. These figures match the quality of work in pupils' books and illustrate the high level of achievement in the school. For each cohort, the quality and quantity of work has improved from the beginning of the academic year.
- Behaviour throughout the school during lessons and in and around the school is exemplary. Pupils show a high level of respect to their teachers. Pupils are aware of their current levels of attainment and are given time for reflection built into lessons to ensure pupils can respond to the targets set. There is a dialogue between teacher and pupil both in verbal discussions in lessons and in written work. This is an area which could still be developed more and now needs to become embedded.
- Pupils are supportive of each other and respectful to adults and children alike. In all lessons they are settled for work and show good listening skills. Teachers make lessons engaging and age appropriate so the pupils enjoy their Religious Education. Output and deadlines to complete work are clearly set out. Evidence of considered responses and expanded written answers are seen throughout the school both in class work and assessed pieces of work.
- Pupils are fully aware of their progress and current level of attainment. Pupils' work is assessed accurately and they are generally aware of the next steps needed in order to improve further.
- Presentation of pupils' written work is of a high standard throughout the school. Pupils take great pride in their work.

The quality of teaching and assessment in Religious Education – outstanding

- Teaching is consistently of a high quality throughout the school. Lessons are carefully planned and learning tasks are age appropriate and varied. The *Come and See* programme has been embraced and become embedded in the Religious Education curriculum. Teachers skilfully link their own community and school to the topics, helping to give a real sense of daily relevance to Gospel values.
- Teachers are clear about where pupils are in their development and as a result, can plan with targeted assurance. The amount of quality pieces of work expected at the end of each topic for each year group matches diocesan expectations. Pupils' books are well presented and marking and response is generally consistent and accurate. The school has worked hard on developing the quality of feedback between pupil and teacher. This now needs to be embedded fully. Referencing scriptural links and asking pupils to independently research topics would challenge pupils to develop an even deeper Religious knowledge and understanding. The availability of iPads or computers together with Bibles and other resources would add challenge to current practice.
- Assessment takes place throughout the school. Teachers receive regular training. 'Driver words' are used throughout the school to good effect assisting pupils in their Religious formation. Teachers use a variety of teaching styles. There is a variety of stimulus and as a result, pupils are enthusiastic. Other areas of the curriculum such as ICT, drama and music are used effectively to complement Religious Education.
- Scrutiny of work and pupil progress meetings take place regularly throughout the year. Target tracking is fully embedded. Staff moderate samples of work and discuss barriers to learning for vulnerable groups. They look at intervention to accelerate learning and close the gap of target pupils. Regular drop-ins to lessons and learning walks inform the school improvement plan and allow the school to check and positively affect outcomes. The school works with the diocese and their academy trust to validate their assessments.
- Teaching assistants are well deployed and have a clear understanding of the outcomes expected by the end of each lesson. They work closely with class teachers and add to the enjoyment of lessons with clear questioning and scaffolding of answers. Their enthusiasm helps to create a focused learning environment.

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

- The headteacher and subject leader for Religious Education have worked extremely hard since the last inspection with all staff and governors. Areas identified for improvement have been fully addressed. They are enthusiastic, hard-working have brought in clear and consistent systems of monitoring and evaluation. The headteacher has a teaching commitment which ensures that she has a close understanding of curriculum content and outcomes expected for pupils. The subject leader for Religious Education regularly leads training sessions. She ensures best practice teaching is shared with all staff and is an excellent role model. She engages fully in all diocesan training and development days and cascades new initiatives to the staff at Our Lady of Perpetual Succour. Newly qualified teachers are fully supported and diocesan training for staff is sought and undertaken where necessary.
- Analysis and collection of data is undertaken for all ability groups with accuracy and regularity. Vulnerable groups are discussed in detail and pupils who are off target are closely monitored and catered for. Senior leaders and governors ensure that children receive quality teaching and learning.

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- The annual planning and review cycle is firmly embedded. Work scrutiny, observation of lessons and 1 to 1 meetings are all used extremely well to improve current provision. Evaluation and monitoring is effective and leads to the improvement of outcomes for all groups. The *Levels of Attainment in Religious Education* document is understood by staff and exemplars of specific levels are shared and discussed on a regular basis.
- Governors are actively involved in the school and the Chair of Governors has regular discussions with the headteacher and subject leader about Religious Education. They have had guidance and training around the understanding of expected outcomes for pupils and level expectations for year group work. The parish priest is a regular and welcome visitor to school. He has a clear understanding of Religious Education levels of expectation. He actively promotes the Catholic faith and is able to monitor Religious Education with an in depth knowledge. Similarly, the lay chaplain has been a welcome addition to the staff. She also works for the feeder secondary school and this has a benefit during transition as she has built up a good working relationship with pupils and an understanding of their spirituality and other pastoral needs.
- The Religious Education curriculum meets Episcopal requirements regarding curriculum time for Religious Education. Leaders have supported staff to embed the *Come and See* scheme of work and this has been developed in a creative way focusing on the needs and interests of the pupils. The curriculum provides excellent opportunities for pupils' spiritual, moral and cultural development.

SCHOOL DETAILS

School Name	Our Lady of Perpetual Succour Catholic Primary School
Unique Reference Number	138338
Local Authority	Nottinghamshire

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 7 Religious Education lessons (as well as a drop in visit to the nursery), a whole school Act of Collective Worship and 2 planning sessions for class liturgy. Meetings were held with the headteacher, the subject leader for Religious Education, two governors, the parish priest and lay 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 data and tracking and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

Chair of Governors:	Mrs Judith Traynor and Mr Russ Donoghue
Headteacher:	Mrs Celine Toner
Date of Previous School Inspection:	5 December 2011
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WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

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:

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.