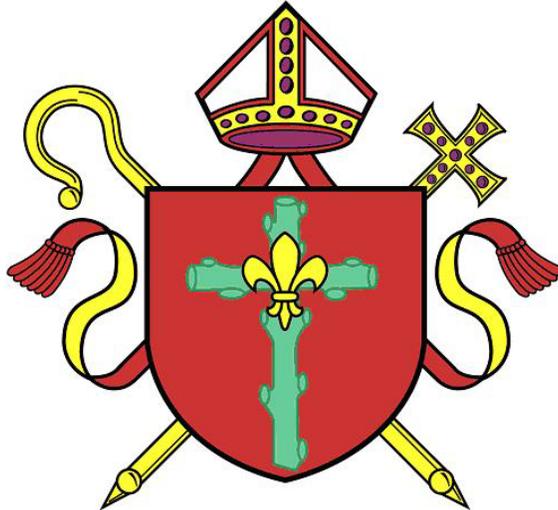


DIOCESE OF NOTTINGHAM INSPECTION SERVICE



SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

Our Lady of Perpetual Succour Catholic Primary School
Piccadilly
Bulwell
Nottingham
NG6 9FN

5th December 2011
(Autumn Term 2011)

URN: 122782

SECTION 48 DENOMINATIONAL INSPECTION REPORT

School:	Our Lady of Perpetual Succour Catholic Primary School Piccadilly Bulwell Nottingham NG6 9FN
Headteacher:	Mrs Pauline Lynch
Chair of Governors:	Mrs Judith Traynor
Date of Inspection:	5 December 2011
Inspection Team:	Mr Michael Geraghty Mrs Joan Stannard
URN Number:	122782
Overall Grade Awarded:	2

Description of the school

Our Lady of Perpetual Succour Primary and Nursery School is situated in Bulwell on the north east side of Nottingham. It serves the parish of the same name. Pupils come to the school from a wide catchment area with a high degree of social deprivation. The school is popular and heavily oversubscribed each year. 79% of pupils are baptised Catholic and the majority are of White British heritage. There are 30% from other ethnic minority groups. There is a rapidly increasing proportion of children entering school who are at the very early stages of learning English. The percentage of pupils with special educational needs is below average and there are no statemented children, although some needs are very complex. The number of children taking free school meals is broadly average. The vast majority of children transfer to Trinity Catholic Secondary School. The school has Gold Healthy Schools Status, Active Mark, Bronze Extended Schools Status and the Gold International Schools Award.

Common grading scale for all inspection judgements	
Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness

Our Lady's School has the Catholic Mission and their motto 'Learn to Love, Love to Learn' at the very heart of their work. All staff and governors are united in sharing Gospel values. They provide a caring and nurturing environment for all. Those with complex needs are well integrated. Children show great respect for one another and behaviour is exemplary. The children enter school with attainment below average. When they leave, good progress has been made in Religious Education and children's attainment is in line with national expectations. The quality of teaching is good. Children are taught to be questioning and are encouraged to think deeply. Leaders and managers have a shared vision for the school, which is realistic and carefully planned and reviewed, ensuring a positive impact on standards in Religious Education and on the Catholic Life of the school. Governors are exceptional in their support, challenge and knowledge of the school.

Overall effectiveness	Grade: 2
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What does the school need to do to improve further?

- Continue to develop tracking systems in place to analyse and identify any underachievement in particular groups of pupils or areas of Religious Education.
- Support children in understanding what they need to do in order to improve their work in Religious Education through the use of personal targets.
- Continue to develop an exciting and creative curriculum in Religious Education to inspire learning further.
- Continue to keep the Catholic Mission at the heart of school life.

The school's capacity for sustained improvement

The school's capacity for sustained improvement is outstanding. The headteacher and senior management team, including the Religious Education co-ordinators, have a shared and clear vision. Despite staffing issues during the past few years, progress has been maintained. The team are passionate about their work and committed to improving standards in Religious Education whilst maintaining the outstanding ethos of the school. School development plans are focused, reflecting outcomes from the monitoring of both Religious Education and the Catholic Life of the school. They also reflect attendance at diocesan training events.

Provision for staff development in Religious Education is outstanding with training from the diocese given to both co-ordinators. This training is then cascaded at staff meetings and on INSET days. Governors attending the Bishop's Conference have also given input at the start of an INSET day. Time is allocated to allow Religious Education co-ordinators to work alongside other members of staff both in planning for Religious Education and the delivery of Religious Education in the classroom. There is also a commitment to succession planning with some staff undergoing NPQH, Middle Management and 'Leadership in Catholic Schools' training.

The school's capacity for sustained improvement	Grade: 1
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PUPILS

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

Children enter school at below and sometimes well below national levels of attainment. This was confirmed by the school's own baseline assessments and Ofsted inspections since 2009. However, the inclusive ethos of the school enables the children in key stage one to make good and rapid progress and as a result, by the end of that stage their attainment is broadly in line with expectations. Throughout key stage two, this progress is sustained and built upon and consequently attainment by the majority of pupils at the end of key stage two is good. Thanks to the school's commitment to tracking and evaluating attainment in Religious Education, there is excellent scope for standards to improve further for all groups of pupils. Recent Continuing Professional Development (CPD), including courses led by the diocese, has had a marked effect on enabling teachers to make accurate judgments on pupils' attainment in Religious Education. From their low starting point, the children make good progress by the time they leave in Year 6.

Pupils are able to demonstrate a high level of understanding. For example, Year 2 pupils were able to recall previous learning on an earlier unit on 'Signs and Symbols' and relate it to their work on 'Visitors' and Advent. Year 6 pupils were able to read and analyse the words of Isaiah and then relate it to their own circumstances in school and further afield. Teachers use effective questioning techniques as in Year 4 and Year 5 where the teachers really challenged the pupils to think deeply with good open-ended questions. In Year 5 again, the children had chosen an empty manger for their symbol of Advent. One child said, 'We need to fill our life with good deeds to make us follow in Jesus' footsteps'. Each time children did a good deed in school, they would be given a piece of straw to fill up the manger to prepare for Jesus' coming at Christmas. Final outcomes for this lesson were impressive. In nursery, the children were very engaged and enjoyed finding out about the advent wreath. The simple learning objective was well suited to the children's level of knowledge. The child-initiated activities that followed were well resourced with a stable, sheep, camel and angel costumes, which really engaged the children. There is evidence in both Year 2 and Year 6 of Information Technology being used effectively to enhance the curriculum. Pupils use video to record drama and software packages to produce posters in order to encourage others to prepare for Jesus' coming at Christmas. The best outcomes for pupils are achieved when effective differentiation is evident in both planning and practice.

The quality of written work is good and pupils' work is generally well presented. Older pupils write longer, more reflective pieces where they are challenged to think about various issues and record their reflections in a mature manner. Although pupils are very aware of their targets in literacy, they do not have similar targets to hand in Religious Education. There is good evidence however of Assessment for Learning and other developmental marking strategies to assist the children in how they can improve their work. In the best practice seen, the children write considered responses to the teacher's written suggestions and comments and act upon them. The school is working hard on developing effective tracking and monitoring systems. Teachers' planning has a strong emphasis on using 'driver' words to focus on key skills in the various topics studied and this is having a positive effect on outcomes for all pupils.

The inclusion of children with severe learning needs is notable. For example, one boy was actively involved in a class liturgy through taking photographs with a Teaching Assistant - his presence and contributions were constantly referred to and celebrated so that the whole class/school has developed wonderful empathy and understanding for his circumstances.

A great sense of community pervades the school and is reflected in the excellent behaviour of the pupils and the caring attitudes that they show towards one another. The members of the school council are able to articulate their pride in the school and speak enthusiastically about their involvement in acts of worship, liturgies and special events that have taken place in school. The children recognise the need for fair rules and understand how these ensure that conditions are right for learning. They are aware of other faiths and cultures with children in upper key stage 2 speaking enthusiastically of their visit to the local Sikh Gurdwara. As one Year 4 pupil put it, 'We are all different but our hearts beat as one'. The school council meets regularly and has been instrumental in the school obtaining a trim-trail and updated computer equipment. The children know to whom to turn when they have worries and are happy with the systems in place to enable their voices to be heard.

Pupils' participation in school Mass and in class liturgy is good. There is a sense of reverence and respect from all the children from nursery upwards. Great attention is given to creating prayerful atmospheres in acts of worship and liturgies and all the children respond to this positively. The scene created in the morning act of worship on the day of inspection with the whole school community surrounding a prayer focus, illuminated by candles, would have made a wonderful photograph to show best practice. Pupils respond well to traditional prayers and are at ease when praying with the community. They enjoy singing hymns and join in enthusiastically. Children have opportunities to devise their own prayers and to read out passages from scripture. Pupils in Year 6 spoke with pride when recalling how they devised, prepared and delivered their own liturgy, choosing readings, prayers and hymns completely independently.

Many displays around school reinforce this pride, as in a work of art produced by a past pupil that celebrated her own journey through school and has become the basis of current work and reflection for pupils.

The school has strong links to the parish and the committed involvement of the Parish Priest ensure that pupils are aware of and value the school's Catholic tradition.

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

Leaders and managers make an outstanding contribution to developing the Catholic Life of the school and improving outcomes for pupils in Religious Education.

Community cohesion at Our Lady's School is outstanding in all aspects. All children mix well across the school from the youngest to the oldest. Every child is valued and their rich and diverse cultures are celebrated. Families are invited to share their cultures as on the special 'Polish Day' when costume, cooking and prayers were shared. Children have been involved in the Nottingham Caribbean Carnival, St. Patrick's Day Parade, Chinese New Year and Diwali workshops. Children from the school council speak enthusiastically about their visit to the Gurdwara and clearly have respect for other faiths. Links with the Parish of Our Lady of Perpetual Succour are very strong. The Parish Priest works closely with the school and leads worship each week. He welcomes input in the form of prayers, readings, drama and liturgical dance from the children at Masses in school and in the nearby church. The school works closely with the parish for social events, fundraising, peace vigil and on feast days. The children were a key part of the Parish Mass on Mothering Sunday, Remembrance Day, Harvest and on the 60th anniversary of the church. The children prepare beautiful displays in the church relevant to the liturgical calendar. A special harvest display based on 'The Sower' has just been replaced by an Advent display. Children lead Stations of the Cross for the parish lunchtime club. They also shared a Fair Trade assembly with them. Our Lady's has strong links with local schools through headteacher networking and sport. Internationally, the school has worked to fund raise for a priest in Nigeria and they have learned about this country. Children from Year 5 have stayed in a Youth Hostel and visited a school in France where strong links have been forged. Through the British Council, exchanges have begun with schools in Nepal with directors from their Education Service visiting Our Lady's School and children are also beginning to be involved. The school has achieved the Gold Award for their international dimension awareness and endeavours. Considerable amounts of money have been raised for charities including CAFOD.

Leaders regularly consult parents, visitors and children through questionnaires to seek views about the Catholic Life of the school. There are opportunities for parents to comment on reports, after liturgies or special days. There are also formal monitoring reports from liturgies and general school life by co-ordinators, the headteacher and the Religious Education governor. The leadership of the school is strongly committed to the Church's mission in education, as seen in the close contacts with the parish, visual displays around the school and in the fact that several members of families have joined the RCIA group in the parish as a direct result of links with the school. Children very clearly understand that they are part of a wider parish community. The school sets challenging school improvement targets. Self-evaluation emphasises the school Mission, is accurate and written with a passion for the school's work. Self-evaluation and school development plans reflect rigorous monitoring of Religious Education. Co-ordinators, the headteacher and the Religious Education governor are all involved in this process. As a result of recent monitoring, considerable work was carried out on planning to ensure that learning objectives were clearly identified. This has led to improved

outcomes, with children being encouraged to reach higher levels of attainment. Funding to release staff has supported this improvement.

The Governing Body has a high level of expertise, which is used sensitively to challenge and monitor both the Catholic Life of the school and Religious Education. Foundation Governors are involved directly in feeding back information to the full Governing Body. They are well organised and have a great knowledge about the strengths of the school and areas for improvement. They have robust systems with a protocol for visits in place. The role that they perform is outstanding.

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

The vast majority of Religious Education lessons observed were good. No teaching was inadequate and teachers' subject knowledge is generally good. However, greater risk taking and creativity by teachers would enable pupils to take greater ownership of their learning and would give wider opportunities to develop their skills and knowledge.

Planning is closely linked to attainment targets and in some cases, is well differentiated to meet the needs of all pupils and groups of pupils. This good practice needs to be disseminated to all classes. Marking by teachers is thorough and good developmental marking does help pupils in their understanding. However, few were able to say what they needed to do to improve and 'level up' their work. Processes are now in place for good assessment procedures. The school is already aware through its own action planning that this needs to be embedded and sustained over a period of time, in order to ensure that it informs and impacts on pupils' outcomes. Together with robust monitoring, this will enable the school to analyse trends in achievement, areas of strength and areas of further development in Religious Education.

Good use is made of resources to maximise learning. All teachers are confident in the use of the interactive whiteboard to enhance lessons and engage the pupils. The support provided by other adults, is in the main part, well deployed in the classrooms. Support staff are generally well informed and included in the planning of the lessons. In lessons where best practice was seen, they are used well to challenge and support pupils throughout the lesson. However, in some classes, adults could be used more effectively in the introductory section of lessons to ensure that pupils have a good understanding of the objective of the lesson before moving on to the task required.

Relationships in the classroom are good and teachers provide good oral and written feedback to pupils.

The school provides opportunities, which enrich the curriculum and provide children with a broader view of Religious Education. Year 6 pupils visit the Briars twice in their final year - once in September as a spiritual focus for the year ahead and again towards the end of the year to give thanks for their time at Our Lady's. Other extra-curricular opportunities are well attended and enjoyed by the pupils.

Acts of collective worship are given a high profile and celebrate the Catholic identity of the school through scripture, prayer, links to the Religious Education curriculum and the Church's seasons and are well resourced. Prayer life and worship is at the heart of the daily life at Our Lady's. This was clearly demonstrated at the start of the school day when the staff were gathered and led in prayer by one of the coordinators, who had chosen a poignant passage for the group to focus on for the day. This was clearly established practice and set the tone for the day. Children pray for themselves and others with sincerity, they compose their own prayers, and reflect silently to a very high standard. Preparation for class and whole school Masses is exemplary and pupils take responsibility for the liturgy. Parents are welcomed to whole school acts of collective worship as staff and pupils pray together. The value that parents place on these occasions is evident by the very high attendance and positive comments left in attendance records. The children participate enthusiastically. The Eucharist is central to the life of the school and is celebrated regularly. Good use is made of a range of prayer styles and the pupils are becoming skilled in the use of these often using signing and actions. Each class has a prayer focus area. Throughout the day there are opportunities both for formal and for informal prayer. The strongest feature of provision for prayer, collective worship, liturgical and sacramental life of the school is that the Church and Parish is a part of school life – it is not an 'add-on'. The enthusiasm of pupils to participate is very good as is the support of their parents.

How effective the provision is in promoting Catholic education	Grade: 2
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Inspection Judgements Summary

Overall effectiveness – How effective the school is in providing Catholic education.	2
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.	2
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>	2
<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.	1
How effective the PROVISION is in promoting Catholic education.	2
The quality of teaching and how purposeful learning is in Religious Education.	2
The effectiveness of assessment and academic guidance in Religious Education.	2
The extent to which the Religious Education curriculum meets pupils' needs.	2
The quality of Collective Worship provided by the school.	1