

NOTTINGHAM DIOCESAN INSPECTION REPORT ON DENOMINATIONAL EDUCATION

Autumn 2009



**St Norbert's Catholic Primary School
Fieldside,
Crowle,
North Lincolnshire.
DN17 4HL**

Date of Inspection: 1st December 2009

(Section 48, 2005 Education Act)

SECTION 48 DENOMINATIONAL INSPECTION REPORT

Name and address of School:	St. Norbert's Catholic Primary School. Fieldside, Crowle, Scunthorpe.
Headteacher:	Mrs Pam Tonge.
Chair of Governors:	Mrs Freda Robinson
Date of Inspection:	1st December 2009
Inspection Team:	Mr. Greg Hughes. Mrs. Sarah Pollard.
URN & DCSF Numbers:	118040
Overall Grade Awarded:	1

A. DESCRIPTION OF THE SCHOOL

St Norbert's Voluntary Aided Catholic Primary School is a small school with a large catchment area from the rural Parish of St Norbert which shares its Parish Priest with Gainsborough. 33% are baptised Catholics; 63% Christian and the remaining 4% have no religious denomination. Almost all pupils are from White British backgrounds. The proportion of pupils with special educational needs or disabilities is average. The proportion of pupils who have a statement is above average. The School has fully extended status with Goldstar Breakfast and Afterschool Club.

B. OVERALL EFFECTIVENESS

How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?

St. Norbert's is an outstanding Catholic School. The commitment of both the parish priest and the Headteacher ensures the effectiveness of the leadership and management in developing the Catholic life of the school. It is well led by a dedicated head teacher and an effective governing body who are supported by a committed staff who work well together as a team. Leaders are very effective in promoting and developing the Catholic Life of the school and have successfully established a very strong Catholic ethos. The school makes an outstanding contribution to Community Cohesion. The quality and range of Collective Worship is outstanding. Standards in Religious Education are good. The effectiveness of teaching and learning in Religious Education throughout the school is good. The subject is very well led. Leaders have a clear sense of direction and understand fully how to ensure development and improvement.

GRADE: 1

C. The capacity of the school to make further improvements and why.

The capacity of the school to improve further is outstanding. Through self-evaluation the school has accurately identified its strengths and areas for development. Appropriate plans are in place to ensure continued improvement. The regular, effective involvement of the parish priest provides significant levels of support and together with head teacher, governors and staff share the clear and focused vision for the school.

GRADE: 1

D. What steps need to be taken to improve the provision further?

Ensure that monitoring and evaluation of liturgies is done by a cross section of the school community and is recorded in a formal way.

THE CATHOLIC LIFE OF THE SCHOOL

Leadership and Management

1. How effective are leadership and management in developing the Catholic life of the school?

The outstanding leadership of the school is strongly focused on its Catholic mission and has created a shared sense of vision among members of the local community. The Headteacher, Parish Priest, governors and staff, effectively communicate a strong sense of spiritual purpose, with a focus on the fullest personal development of both staff and pupils. The school is very effectively managed in a way that ensures good spiritual development of the children.

Pastoral support is an outstanding feature of the St Norbert's. The school ethos places a high premium on respect and on responding to the needs of others. The inclusion of all pupils is a central goal based on its belief that all are created in the image of God.

Very good links exist with parents, with the parish, with partnership schools and with external agencies. These reinforce the high standard of care, guidance and support which the school provides to ensure the safety and general well-being of the children.

The Parish Priest is exemplary in his work in the school. He works extremely hard to encourage excellent relationships with members of the community, particularly with the head teacher, of whom he is very supportive. Pupils speak warmly of the Parish Priest and value his involvement. He is very visible within school, and takes time to consult with parents.

Governors are fully involved and committed to the development of the Catholic life of the school and have recently become involved in "Fit For Mission". This has provided them with a structure by which they can monitor their effectiveness.

Grade: 1

Collective Worship

2. How good is the quality of Collective Worship?

Pupils are very confident in preparing, leading and participating in acts of Collective Worship and liturgies. The Headteacher, Parish Priest and Diocesan RE advisors make a powerful contribution to the spiritual and moral development of the staff and pupils; they effectively lead INSET and support staff development. Acts of Worship engage pupils' interest and inspire deep thought and reflective responses. Staff work hard to ensure a calm, spiritual atmosphere and creatively use everyday life situations, music and scripture to successfully develop the Catholic life of the school. Pupils speak of interesting assemblies and enjoyment of reflection liturgies. There are three masses every term, one being on an evening, at the request of parents, the influence of the parish priest is very evident in the liturgical life of the school.

The quality of collective worship is outstanding as it is regarded as intrinsic to the daily life of the school. There are countless opportunities for prayer, and the prayer area in the entrance way reinforces its importance to the life of the school. The school's Mission Statement provides a strong foundation on which to build Catholic education and underpins school prayer.

The school has a comprehensive Collective Worship policy, and provides a wide variety of liturgical and non-liturgical experiences for both staff and pupils. A comprehensive programme of liturgical celebrations follows both the major feasts in the Church year and significant events in the life of the school community. There is however, no evidence of monitoring or evaluating these events. This could provide critical feedback to illustrate good practice and form a useful record of what went well when revisiting a Liturgy or school event.

Grade:1

Community Cohesion

**3. How effectively the school promotes community cohesion:
inwardly (within the school);
within the local faith community (parish and education communities);
and the wider social, cultural and educational communities.**

The effectiveness of the school in promoting Community Cohesion is outstanding. The contributions of all members of the community are recognised and valued. There is an inclusive and extremely welcoming ethos in the school and a sense of belonging.

Staff are given many opportunities to work with neighbouring schools, to share and develop together and to improve expertise and the provision they offer. The breadth of Saint Norbert's provision offers pupils many different contexts in which to reinforce their commitment to the common good, and many practical opportunities, such as fund raising for schools overseas.

In Religious Education pupils are given the opportunity to visit places of worship such as synagogues. Visitors from other faiths, such as Judaism, are welcomed into school. This enables pupils to encounter people who have different beliefs and values and to develop respect for them. The Religious Education offered provides excellent opportunities for pupils to learn about other faiths, difference and tolerance.

Grade: 1

RELIGIOUS EDUCATION

Achievement and Standards

4. How well do learners achieve?

Achievement in Religious education at Saint Norbert's is good. Attainment on entry is below average. The children however make good progress relative to entry data. Evidence in books clearly shows good use of literacy and cross curricular links. Coverage of the 'Here I Am' scheme is good. All classes complete the recommended amount of pieces per topic and in many cases more coverage is made. Learners make good progress in Religious Education relative to

their prior attainment and potential. There are no significant variations between groups of learners.

Pupils participate well in class discussions. The timetabling of Religious Education is spread out across the week, thus ensuring regular Religious Education lessons. Presentation in books shows an attention to detail. Examples of extended pieces of writing in are evident in both key stages.

The behaviour of the children in class is exemplary. They share ideas and are equally comfortable working individually, in pairs and in small groups. Children take lessons “very seriously” and enjoy learning about their faith and the faith of others. They feel that Religious Education lessons prepare them to be both compassionate and aware of other people.

The school council is used effectively. Pupils enjoy being members and are very proactive. The children lead their own council meetings and make excellent use of ‘worry boxes’, ‘sorry boxes’ and ‘suggestion boxes’ to listen to the opinions of the children in the school and to act upon the comments made.

Behaviour management strategies are in place and understood. Learners are regularly rewarded with merits and stickers which can be traded in for reward time on the computer. Pupils are actively involved in the community through strong links with the church and the surrounding primary and secondary schools. Pupils regularly raise funds for local and world charities. They raised £400 to help two children access schooling in Malawi. CAFOD and Zambia also receive charitable support. The school has links with China and has set up teacher exchange visits.

Grade:2

Quality of Provision for Religious Education

5. How effective are teaching and learning?

Overall the teaching and learning in Religious Education is good. This supports the self evaluation of the school. Standards of lessons observed range from good to outstanding. In all lessons observed teachers set clear learning objectives and success criteria. Work is matched to the capabilities of the children as is challenging. A variety of teaching styles (visual, auditory and kinaesthetic) are skilfully deployed. Teachers use music to create a spiritual and reflective mood. ICT is used to enhance the engagement and involvement of the children. Differentiation is used effectively. Opportunities to explore children’s answers and ideas in more depth would further improve good practice. The opportunity for children to openly question statements made by each other would make discussions more challenging.

Target cards and ‘statements to live by’ are used effectively and are embedded in the monitoring and assessment systems of the school.

Teaching assistants are deployed effectively. It is clearly evident that the professional development of support staff has been effective in helping to support the learning of the children. In the lessons observed, teaching assistants contributed positively to overall achievement.

The school is to be complemented on its drive for excellence. Teachers mark work regularly and highlight areas where learning objectives have been understood. There is however still room for more critical feedback within books. Equally presentation of work could be improved still further. The school is well placed to move these two areas from good into the outstanding bracket.

Children are taught in classes that have split year groups. The school uses a lettering system of tracking with AA being above average A being average and BA being below average. Whilst it is true the majority of children appear to be making progress in terms of each topic, it is not as clear what numerical level a child has achieved as or whether each child is making continued progress. Indeed special educational needs and gifted and talented children are mostly referenced as SEN or GT for completed topics. A numerical tracking grid would show progression and continued progress in a clearer more transparent way.

Parents are very much involved in the life of the school and the Parish. Regular Newsletters keep parents informed about events. Questionnaires seek opinions and parental views. They are encouraged to attend liturgies on a rota basis, and evening masses are scheduled to allow parents to celebrate with their children. Open evenings involve feedback about progress in Religious Education and are an opportunity to view the work completed in school.

Grade: 2

6. How well does the Religious Education curriculum meet the needs and interests of learners?

The curriculum in Religious Education at Saint Norbert's fulfils the requirements of the Curriculum Directory for Catholic Schools.

Pupils are actively encouraged to investigate, reflect and respond to God's call in everyday life. Bible stories and modern day life are thoughtfully linked in lessons making the curriculum relevant to the interest of the learner.

The strong Catholic ethos of the school based on Gospel values has a very positive effect on the pupils. They gladly take on roles of responsibility and effectively use 'buddies' to ensure that all children are made to feel wanted.

Close links with local and world charities such as Samaritan's Purse, Children in Need, Foresters Fund and CAFOD are clear extensions of the richness of the Religious Education curriculum and its relevance.

The curriculum is skilfully managed by teaching staff who work hard to engage pupils using a variety of teaching aids such as role play, music and ICT. This ensures that learners are engaged and that enjoyment and achievement are enhanced.

St Norbert's Catholic Primary School strives to promote Gospel Values in all aspects of the school day. The Curriculum is skilfully managed. The staff know the children very well and they are committed to providing a curriculum which meets the needs of all of the pupils.

Grade: ...2...

Leadership and Management

7. How effective are leadership and management in raising achievement and supporting all learners in Religious Education?

The Head teacher is the Coordinator of Religious Education. She works tirelessly to promote the Catholic ethos of the school. She leads by example, has high aspirations for all staff and pupils. and is keen to keep staff professionally developed. The Headteacher, the Parish Priest and governors meet regularly to discuss their 'Fit for Mission' objectives and so further the schools involvement in Catholic life.

The school has a clear understanding of abilities and needs of all children. Pastoral care is very much in evidence. The Head teacher deals with the content of the learning logs sympathetically and proactively to promote children's well being. Safe guarding of children is a treated as a high priority in the school. Pupils are happy to share their thoughts and feelings and know that they are being listened to. Regular scrutiny of work and diocesan feedback and monitoring is sought in order to keep the school at the forefront of any new initiatives and to ensure quality control of how Religious Education is delivered.

Resources and display are well used to illustrate the religious ethos of the school and its close links with Gospel values. A prayer area reflects the current liturgical calendar. Children are encouraged to pray and to write their own prayers and these are available to be read by others. Every class is up to date with the current topic. Indeed role play areas are set up to give the children the opportunity to explore the Christmas story.

In lessons observed and in whole school liturgies a range of resources help to focus pupil attention and to create a spiritual and reflective mood. The school uses the diocesan resource centre to further enhance links with the home. They have for example purchased "travelling cribs" and Lenten prayer packs are taken home to promote family prayer and reflection.

Governors play an active part in supporting and celebrating Masses, Liturgies and Assemblies. They make regular visits to the school. They are keen to keep moving the school forward and are receptive to new ideas.

Saint Norbert's is a welcoming school; it has good home, school and parish links. The belief in God and the following of Gospel Values are clearly in evidence and undoubtedly contribute strongly to make Saint Norbert's an outstanding school.

Grade: ...1...

Common grading scale for all inspection judgements

Grade 1 Outstanding

Grade 2 Good

Grade 3 Satisfactory

Grade 4 Inadequate

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?	1
<ul style="list-style-type: none"> the overall effectiveness of the Catholic life of the school and its provision for community cohesion; 	1
<ul style="list-style-type: none"> the overall effectiveness of the provision for the Catholic Religious Education curriculum, its main strengths and areas for development 	1
<ul style="list-style-type: none"> the effectiveness of steps taken to promote improvement since the last inspection 	1
<ul style="list-style-type: none"> the capacity to make further improvements 	1

THE CATHOLIC LIFE OF THE SCHOOL

How effective are leadership and management in developing the Catholic life of the school?	1
<ul style="list-style-type: none"> how well the governing body fulfils its role in relation to the school's Catholic foundation 	1
<ul style="list-style-type: none"> how effectively leaders and managers at all levels set clear direction which promotes high quality care and education and leads to improvement 	1
<ul style="list-style-type: none"> the quality of the leadership of the Headteacher and senior staff in leading and developing the Catholic life of the school 	1
<ul style="list-style-type: none"> how effectively leadership at all levels in the school promotes learners' spiritual and moral development 	1
<ul style="list-style-type: none"> the impact of the involvement of the local priests on the work of the school 	1
<ul style="list-style-type: none"> how effectively the leadership promotes relationships and communication with key partners in education 	1
<ul style="list-style-type: none"> how effectively the Catholic life of the school is monitored and evaluated 	1
How good is the quality of Collective Worship?	1
<ul style="list-style-type: none"> the quality of the provision for prayer, Collective Worship and liturgical life of the school and its frequency 	1
<ul style="list-style-type: none"> learners' response to the school's provision 	1
<ul style="list-style-type: none"> how effectively the provision is planned, monitored and evaluated 	2
<ul style="list-style-type: none"> how well the liturgical life, prayer and Collective Worship contributes to the spiritual and moral development of the learners 	1
How effectively the school promotes Community Cohesion?	1
<ul style="list-style-type: none"> how effectively leadership at all levels promote community cohesion within the school 	1
<ul style="list-style-type: none"> the efforts of the school to promote community cohesion with the wider Catholic faith and education communities 	1
<ul style="list-style-type: none"> how well does the school work in partnership with the wider education, cultural and social communities 	1
<ul style="list-style-type: none"> the inclusive nature of the provision for prayer, Collective Worship and the liturgical life of the school 	1
<ul style="list-style-type: none"> how far the Religious Education curriculum promotes community cohesion 	1

RELIGIOUS EDUCATION

How well do learners achieve in Religious Education?	2
<ul style="list-style-type: none"> • learners' success in achieving challenging targets including qualifications and learning goals, with trends over time and any significant variations between groups of learners 	2
<ul style="list-style-type: none"> • the standards of learners' work 	2
<ul style="list-style-type: none"> • learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners 	2
<ul style="list-style-type: none"> • the extent to which learners enjoy their work 	1
<ul style="list-style-type: none"> • the behaviour of learners 	1
<ul style="list-style-type: none"> • learners' spiritual, moral, social and cultural development 	1
<ul style="list-style-type: none"> • the extent to which learners' contribute positively to the school and broader community in the school 	1
How effective are teaching and learning in Religious Education?	2
<ul style="list-style-type: none"> • how well teaching is used to meet learners' needs and curriculum requirements 	1
<ul style="list-style-type: none"> • the suitability and rigour of assessment in planning, monitoring and informing learners' progress 	2
<ul style="list-style-type: none"> • the diagnosis of, and provision for, additional learning needs 	2
<ul style="list-style-type: none"> • the involvement of parents and carers in their children's learning and development 	1
How well does the Religious Education curriculum meet the needs and interests of learners?	1
<ul style="list-style-type: none"> • the extent to which the Religious Education curriculum matches learners' aspirations and potential, building on prior attainment and experience 	1
<ul style="list-style-type: none"> • how far the Religious Education curriculum meets external requirements and is responsive to local circumstances 	1
<ul style="list-style-type: none"> • the extent to which the curriculum in Religious Education contributes to the spiritual and moral development of the learners 	1
<ul style="list-style-type: none"> • the extent to which the Religious Education curriculum contributes to learners' enjoyment and achievement 	1
How effective are leadership and management in raising achievement and supporting all learners in Religious Education?	1
<ul style="list-style-type: none"> • how effectively whole school and subject leadership in Religious Education lead and support their staff 	1
<ul style="list-style-type: none"> • how effectively performance in Religious Education is monitored and improved through quality assurance and self-assessment 	1
<ul style="list-style-type: none"> • how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential 	1
<ul style="list-style-type: none"> • the adequacy and suitability of staff to ensure that learners are well taught 	1
<ul style="list-style-type: none"> • the adequacy and suitability of specialist equipment, learning resources and accommodation 	1
<ul style="list-style-type: none"> • how effectively and efficiently resources are deployed to achieve high standards 	1
<ul style="list-style-type: none"> • The extent to which governors discharge their responsibilities 	1