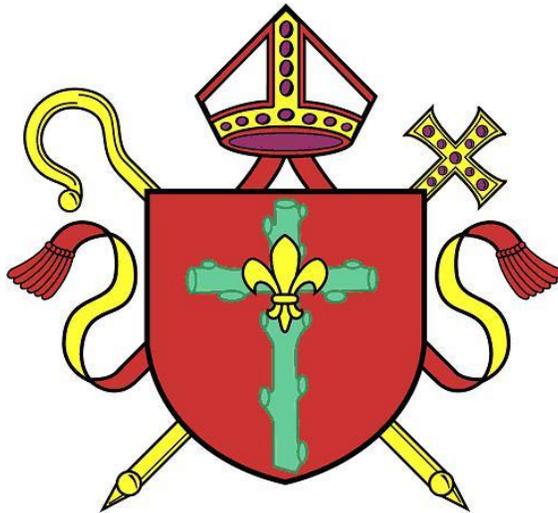


DIOCESE OF NOTTINGHAM INSPECTION SERVICE



SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

St Philip Neri with St Bede Catholic Primary School
Rosemary Street
Mansfield
Nottinghamshire
NG19 6AA

2 November 2012

URN: 122821

SECTION 48 DENOMINATIONAL INSPECTION REPORT

School:	St Philip Neri with St Bede Catholic Primary School
Headteacher:	Mr William Lewis
Chair of Governors:	Mr Richard Gray
Date of Inspection:	2 November 2012
Inspection Team:	Mrs Helen White Mrs Jane Monaghan
URN:	122821
Overall Grade Awarded:	2

Description of the school

St Philip Neri with St Bede Catholic Primary School is a large primary school serving the parishes of St Philip Neri, Mansfield, Our Lady Help of Christians, Kirby and St Joseph the Worker, Sutton along with surrounding villages to the north of Mansfield. The current number of pupils on roll is 468 with provision for 40 morning and 40 afternoon part-time pupils in the Early Years Foundation Stage Unit. 66% of pupils are baptised Catholic, 19% are from other Christian denominations, 3% from other faith backgrounds and 12% have no religious affiliation. The number of pupils from ethnic groups is approximately 36% which is above the national average with some of these pupils at the earliest stages of language acquisition. The number of pupils eligible for free school meals has declined recently to 7% which is below the national average and 15% of pupils are on the school's special educational needs record. Over 90% of pupils in Year 6 transfer to All Saints Catholic Secondary School, Mansfield.

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

Overall effectiveness

St Philip Neri with St Bede Catholic Primary School is a good school with some outstanding features. Collective Worship and liturgy play a significant role and are strengths of the school. The provision for community cohesion is also an outstanding feature and parents speak highly about the school.

Standards in curriculum Religious Education are good overall, with teaching ranging from satisfactory to outstanding. By the time pupils complete Year 6 at the school, their attainment is good. The children's behaviour is outstanding. The Religious Education curriculum has a positive impact on pupils' spiritual and moral development.

The school has taken steps to address the issues raised in the last inspection, making effective progress in raising standards in Religious Education. The school knows that it needs to implement baseline assessment in the Early Years.

Overall effectiveness	Grade: 2
------------------------------	-----------------

What does the school need to do to improve further?

In order to improve further, the school needs to:

- Introduce Religious Education baseline assessments in the Early Years in order to track pupils' progress from their starting point within the school and build on the good practice evident within the Foundation Stage.
- Ensure that teaching in Key Stage 1 is more focussed in order to allow pupils to progress further. Teachers between the Early Years phase and Key Stage 1 need to liaise in order to ensure continuity and progression for pupils. Activities for Key Stage 1 pupils need to be more challenging and differentiated further in order to stretch more able pupils.
- Ensure that the excellent differentiation seen in some classes is cascaded to all teachers in order to reduce the amount of differentiation by outcome in lessons.
- Continue to develop the role of the newly formed 'chaplancy' team and involvement of other groups of pupils in the preparation of Acts of Collective Worship.

The school's capacity for sustained improvement

The school has a good capacity to improve. There is a strong leadership team and the headteacher is very well supported by the deputy headteacher, who was acting headteacher two years ago, prior to the current headteacher's appointment. She is very able to support him with the running of the school. Behaviour is excellent and pupils are keen to learn and please their teachers. 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: 2
--	-----------------

PUPILS

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

Learning and progress are good. Pupils' standards of attainment in Religious Education are high based on diocesan expectations of the number of pupils attaining a Level 4B in Religious Education at the end of Key Stage 2. Pupils enjoy their Religious Education lessons and they progress particularly well through Key Stage 2.

Pupils are given plenty of opportunities to consolidate their learning and extend their knowledge. For example, in a Year 6 lesson, children learned about St. John Vianney and how his ordination was linked to his vocation in life. Pupils were interested and enthusiastic about their work and their learning. ICT is used to good effect in classes to help teachers deliver the lesson 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 that they worked diligently and effectively when the tasks were appropriate for their capabilities and when clear explanations had been given by teachers.

Pupils' exercise books were well presented, demonstrating the pride that pupils take in their own work. Work books show evidence that the new 'Come and See' scheme has been introduced within the school. However, the same task is often set for all pupils so progress is not always evident and pupils are not given sufficient opportunities to show the depth of their understanding. Teachers mark pupils' work with positive comments, but not all use targets and support statements to enable pupils to improve their work further.

Inspectors were particularly impressed with the amount of support provided for pupils with learning difficulties and disabilities, they received good support from teaching assistants which enabled them to take part fully in lessons.

The contribution that pupils make and the benefits they receive from the Catholic life of the school are reflected in the child-centered Mission Statement. Pupils are proud of their school and what they do. Multi-faith weeks support the high levels of tolerance pupils display towards each other. Pupils respond to the needs of people beyond the school through a wide range of fund raising and charitable activities. The recently established chaplaincy team encourages greater responsibility and leadership amongst pupils, this is supported by students from All Saints Catholic Secondary School. When asked about the difference between the school council and the chaplaincy team, pupils responded that 'the chaplaincy team liked planning liturgies and getting people to believe in God'. Pupils in Year 5 have the opportunity of developing spirituality during a retreat at the Briars, the Diocesan Youth Centre.

During the whole school liturgy observed by the inspectors, the behaviour of pupils was outstanding. There was a high level of participation from the youngest children to those in Upper Key Stage 2. Parents and members of the parish communities are regularly invited to participate in liturgies and very much appreciate this important aspect of school life. The intelligent use of religious artefacts, hymns, scripture readings and the pupils' own prayers contribute to the pupils having a good understanding of religious

seasons, for example, 'Memories'. The prayer life of the school is further developed by meaningful whole school displays and the focus tables in each class where all ages of pupils could explain the significance of the displays.

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

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 school's leadership is committed to the Church's mission in education, the headteacher and deputy headteacher have skills which complement each other and are instrumental in moving the school forward. The Religious Education coordinator is further supported by other senior colleagues in promoting the school's Catholic mission. Leaders are clear about areas for development. The inclusion of all is central in the mission and vision of the school. Within the school there is concern, respect and hospitality towards others. The rich cultural diversity encourages tolerance, understanding and friendship, with the prayer life of the school celebrating the diverse backgrounds of the pupils. The headteacher and senior leaders know the community well. Parents feel well informed and any issues are addressed effectively.

The quality of the teaching observed and analysed through work scrutiny and looking at planning was good overall. Skills for assessment for learning are already embedded within the school's Literacy curriculum. The senior leadership team understand the need to transfer these skills used within Literacy to Religious Education in order to make the monitoring, analysis and evaluation of the Religious Education curriculum more robust. This is outlined in the school's development plan. During the inspection period, a range of teaching styles and activities were observed and this ensured that pupils stayed on task and focussed. It is important that teachers in Key Stage 1 ensure that the activities chosen are not the same as the activities for younger pupils in the school to ensure greater progression. High level questioning skills were observed in a Year 6 class, the teacher continued to probe pupils for more information and thinking, extending their knowledge and understanding of the topic being taught. Displays around the school are vibrant and engaging. There are a wide range of resources which are used to good effect

The governing body has a wide range of experience and expertise and is influential in determining the Catholic life of the school. Governors commented that the Mission Statement underpins and is a driving force in the development of the school's Catholic ethos. Governors challenge senior leaders appropriately to ensure the continued high profile of the Catholic dimension of the school and they have a clear understanding of their statutory and canonical responsibilities. Governors know and serve the community well and are fully aware of the challenges that the school faces, for example, higher than average levels of pupil absenteeism.

How effective leaders and managers are in developing the Catholic life of the school	Grade: 2
---	-----------------

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. Some teachers are able to differentiate tasks effectively for pupils as a result of the assessment of prior learning. However, this practice needs to be cascaded to all staff in order to raise standards further and help pupils to consolidate, build upon and extend their knowledge and understanding of Religious Education. Where teaching is outstanding, teachers plan work both to meet the needs of all the pupils and challenge them to achieve at the highest level with well differentiated tasks. Throughout the school, technology is used very effectively by teachers to enhance provision. Teachers have good subject knowledge. Those teachers who are not Catholic are ably supported by their colleagues and work hard to establish knowledge of the Religious Education curriculum. Both staff and volunteers give up their time to enhance the learning opportunities for the pupils outside of the school day.

Pupils could talk about how they self-assess their work and how this is checked by their class teacher for accuracy. The school collects accurate information on pupils' standards of attainment in Religious Education and uses a tracking system to highlight gaps in attainment in order for teachers to plan effective lessons to address children's learning needs. This could be improved further by implementing baseline assessments and tracking the children's progress from this starting point.

Collective Worship is a key feature of school life. Children have a wide range of opportunities to worship, reflect spiritually and contemplate; this enhances the faith journey of all pupils. In order to develop this aspect further, the school now needs to ensure that pupils are given greater opportunities to plan and lead acts of worship. Throughout the year whole school and class Masses are celebrated. They reflect the themes in the 'Come and See' programme and the liturgical year. Liturgical preparation is embedded in learning and teaching. The prayer corner in the library is used effectively and it provides a haven where pupils can relax and reflect spiritually. Pupils are encouraged to choose from a range of artefacts ensuring that their prayer has a focus. A rich variety of experiences such as choice of music, images, formal prayer and the pupils' own prayers make for awe inspiring liturgy. The 'Memories' Liturgy set the scene and a suitable atmosphere was created which met the needs of learners throughout the school. The coordinator provides support and guidance to colleagues so that acts of collective worship are of very high quality. Staff have opportunities for prayer before staff briefings at the beginning of the school day, these sessions are highly valued by the adults in the community.

How effective the provision is in promoting Catholic education

Grade: 2

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.	2
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>	1
The extent to which pupils contribute to and benefit from the Catholic life of the school.	2
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.	2
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.	2
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.	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