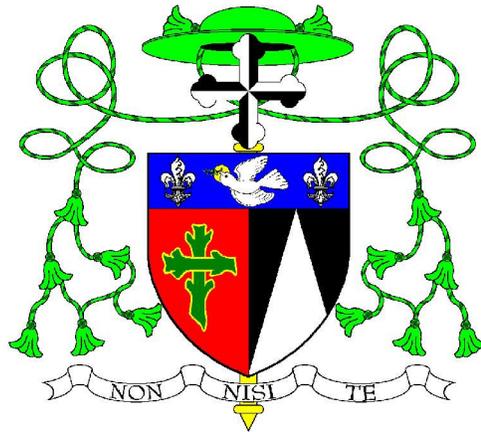


# NOTTINGHAM DIOCESAN INSPECTION

REPORT ON

## DENOMINATIONAL EDUCATION

*Autumn 2006*



*5<sup>th</sup> December 2006*

*Saint Edward's Catholic Primary School*

*Newhall Road*

*Swadlincote*

*Derbyshire*

**(Section 48, 2005 Education Act)**

## SECTION 48 DENOMINATIONAL INSPECTION REPORT

<b>Name and address of School:</b>	St. Edward's Catholic Primary School Newhall Road Swadlincote Derbyshire DE11 0BD
<b>Headteacher:</b>	Mrs. Eilis Field
<b>Chair of Governors:</b>	Mrs. Susan Shuttleworth
<b>Date of Inspection:</b>	5 <sup>th</sup> December 2006
<b>Inspection Team:</b>	Mr. Mark Booton & Mr. John Honey
<b>URN:</b>	112906
<b>Overall Grade Awarded:</b>	2

### A. DESCRIPTION OF THE SCHOOL

Saint Edward's Catholic Primary School serves the parish of St. Peter and St. Paul in Swadlincote and the surrounding villages. Of the 209 pupils on roll 51% are baptised Catholic while 46% are from other Christian denominations and 1% claim other world faith background with 2% claiming no religious affiliation. The socio-economic backgrounds are very varied. The proportion of pupils eligible for free school meals is lower than the national average. Virtually all pupils are from White British backgrounds and all speak English fluently. Attainment on entry to the Reception class is slightly below national expectations for children of this age. The proportion of children with learning difficulties or disabilities is average, as is the proportion with a statement of special educational need.

# INSPECTION SCHEDULE

## B. OVERALL EFFECTIVENESS

**How effective and efficient is the provision of Catholic Education in meeting the needs of pupils and why?**

	Outstanding	Good	Satisfactory	Inadequate
		<b>2</b>		
<p>The overall effectiveness in the provision of Catholic education at Saint Edward's is good, with some outstanding features. The Catholic life of the school is promoted to an outstandingly good standard. The main strengths are:</p> <ul style="list-style-type: none"> <li>• high quality leadership from the Headteacher;</li> <li>• a committed and challenging Governing Body;</li> <li>• excellent relationships between all groups in the school;</li> <li>• very good quality groups and associations including the School Council and 'Eddie's Angels';</li> <li>• excellent behaviour of the children;</li> <li>• children making good progress;</li> <li>• high standards in spiritual and moral development;</li> <li>• a strong commitment to improvement.</li> </ul> <p>All issues raised at the last Religious Education inspection have been addressed.</p>				

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

	Outstanding	Good	Satisfactory	Inadequate
	<b>1</b>			
<p>The quality and accuracy of the school's own self-assessment is outstanding. The school has an outstandingly good capacity for further improvement. The Headteacher and the Governing Body have a shared vision of the way forward for the school over the next five years. Within the school there is a tremendous level of support for the Headteacher and for the well-being of the school as a Catholic establishment. The children are strongly focused on their achievement and their support of each other. They are the heart and pride of the school.</p>				

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

To support the school in its improvements the following steps should be taken:

- develop further the systematic monitoring of Religious Education lessons.
- more thorough evaluation of liturgies.
- develop a menu of options for class based Acts of Worship and monitor delivery to inform planning;
- further development of levelling of pupils work and involve pupils in the process.

## THE CATHOLIC LIFE OF THE SCHOOL

### Leadership and Management

#### 1. How effective are Leadership and Management in developing the Catholic life of the school?

	<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
	<b>1</b>			
The Governing Body fulfils its role in relation to the school's Catholic foundation to an outstandingly good standard. They strongly affirm and support school leadership, whilst at the same time acting in the fashion of a critical friend. There is a very clear direction set for future improvement by management. The Headteacher provides very clear and focused Catholic leadership. She has excellent support from management and the whole staff team in developing the Catholic life of the school. Together they run a school that very effectively promotes the spiritual and moral development of the children. Relationships both within the school and with the parent and parish community are of the highest standard.				

# Collective Worship

## 2. How good is the quality of Collective Worship?

Outstanding	Good	Satisfactory	Inadequate
	2		
<p>The quality of provision for prayer, collective worship and the liturgical life of the school is good, with some outstanding features. In whole school acts of worship children play a fully involved role in well-planned and resourced liturgies. Class-based worship has good features including the symbolic use of pebbles. However, improvement could be achieved by staff sharing the ingredients of best practice. Children's responses to worship ranged from satisfactory in class to excellent in the hall. The liturgy is organised and run by the children themselves, 'Eddie's Angels' was outstanding, and those involved should be complimented.</p> <p>The quality of planning seen is good. Monitoring and evaluation has started to occur; the quality of worship will improve when this is more firmly embedded. The liturgical life of the school, together with its prayer, Masses and whole school collective worship, make a very positive contribution to the spiritual and moral development of the children. It is strength of the school.</p>			

# RELIGIOUS EDUCATION

## Achievement and Standards

### 3. How well do pupils achieve?

Outstanding	Good	Satisfactory	Inadequate
	2		
<p>The attainment of pupils is good in respect of the pupils' own abilities and in relation to national levels of achievement. Pupils' attainment on entry is slightly below average but pupils make good progress throughout the whole school, showing evidence of their ability to reflect at an increasingly deep level by the end of Key Stage 2. The Religious Education curriculum provides the pupils with opportunities to develop their personal, moral, social and cultural learning. The pupils' spiritual development is clearly rooted in the beliefs of the Catholic Church; they learn that they should respect themselves, each other and others in the wider world. Pupils are keen to share their previous knowledge and are able to relate this to the topics being discussed. Pupil behaviour is outstanding and they listen well to the teachers and their peers. The school monitors the progress made by pupils; informative marking assists pupils in identifying areas for improvement within their work.</p>			

## Quality of Provision for Religious Education

### 4. How effective are Teaching and Learning?

	Outstanding	Good	Satisfactory	Inadequate
		2		
<p>The quality of teaching observed is good overall, ranging from satisfactory to very good, with some outstanding features. Each teacher has detailed planning, showing a clear understanding of the Religious Education curriculum. Learning objectives are concise and appropriate to the age and understanding of the pupils. Progress made by the pupils throughout the lessons is good. Teachers use an appropriate range and variety of questioning techniques to probe pupils' knowledge and understanding. Teachers' expectations of behaviour are high and as a response to this, the movement of children from one part of the lesson to the next is very smooth. The teaching assistants are well managed to maximise learning, although they can be less effectively deployed during teacher delivery. Children with additional learning needs are quickly identified and well supported.</p>				

### 5. How well does the Religious Education curriculum meet the needs and interests of pupils?

	Outstanding	Good	Satisfactory	Inadequate
	1			
<p>The Religious Education curriculum is excellent and meets the needs and interests of all pupils. The school follows the 'Here I Am' programme and meets the diocesan recommendation of 10% of curriculum time being devoted to Religious Education. On class timetables Religious Education should appear as such, rather than as 'Here I Am'. All pupils, irrespective of ability, are able to make good progress in their knowledge, skills and understanding. The whole approach to Religious Education, linked to the strong ethos in the school, has a very positive impact on the pupils. The innovative contact with a Muslim school is highly commended. The children are very well behaved and support one another. Children are given the chance of raising issues and concerns through a variety of channels including school questionnaires and a very effective school council, with its own budget. The whole school community creates a happy caring environment. The curriculum contributes to the children's moral and spiritual development to a very high standard.</p>				

## Leadership and Management

### 6. How effective are Leadership and Management in raising achievement and supporting all pupils in Religious Education?

	Outstanding	Good	Satisfactory	Inadequate
		2		
<p>Equality of opportunity is very strongly established and no one in the school would tolerate any form of discrimination. Every pupil is individually known and supported and so has the opportunity to achieve their potential. Staff are already skilled but remain committed to achieving yet higher standards in their teaching through continuing professional development. Very good use is made of resources and of the limited accommodation. Performance in Religious Education is monitored although not as systematically as it could be. The observation of best practice and shared monitoring should be considered as a way to develop these skills further. Governors discharge their responsibilities concerning the Religious Education curriculum to a good standard. Some monitoring is carried out though not in a systematic way. The school has correctly highlighted the need to develop self and peer to peer assessment more fully. This may be helped by developing the principle of levelling.</p>				

### Common grading scale for all inspection judgements

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate