



## DIOCESAN CANONICAL INSPECTION REPORT

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

St Edmund Campion Catholic Primary School, a Catholic Voluntary Academy  
Tewkesbury Close, West Bridgford, Nottingham, NG2 5NH

<b>School URN:</b>	137428
<b>Inspection Date:</b>	16 May 2017
<b>Inspectors:</b>	Dr Eilis Field, Mr Anthony Harrison and Mrs Patricia Hurd

<b>Overall Effectiveness</b>	Previous Inspection:	Requires Improvement	3
	<b>This Inspection:</b>	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Good	2
<b>Religious Education:</b>		Outstanding	1

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

**St Edmund Campion Catholic Primary School is an outstanding Catholic school.**

- St Edmund Campion is an outstanding Catholic school. Under the strong leadership of the headteacher, a dedicated team of highly skilled teaching and non-teaching staff are united under a common purpose of providing the best possible Catholic education for each of their pupils. The school is well supported by an able governing body which provides a healthy balance between challenge and support. Parents value the education their children receive at the school and are supportive of it. As a result, pupils benefit from belonging to a joyful and vibrant Catholic community where, true to their mission statement: 'Hand in hand with Jesus Christ' pupils 'live, love and learn together'.
- The Catholic Life of the school permeates every aspect of school life. The headteacher's determination that every pupil will receive the best possible Catholic education underpinned by her personal faith energizes and empowers all who work and learn in the school community.
- Collective Worship is securely good and some elements were judged to be outstanding. Pupils benefit from worship opportunities which are rich, varied and well planned. Collective Acts of Worship celebrate the liturgical seasons of the Church's year; they also mark special occasions and events, such as a recent visit to the Cathedral to venerate the image of Our Lady of Guadalupe. The variety of prayer and Acts of Worship are further enriched by drawing on and celebrating other world faiths. This provision is highly regarded by worshippers of other faith religions who are represented in the school community.
- Teaching and learning in Religious Education is outstanding. Religious Education plays a central role in the driving standards across the curriculum. As a result of creative learning opportunities tailored to meet the learning needs of each individual, pupils learn exceptionally well in Religious Education and behaviour for learning is exemplary throughout.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Edmund Campion is a larger than average primary school. There are currently 425 pupils on roll.
- The school serves the parishes of Holy Spirit, West Bridgford, Our Lady of Grace, Cotgrave and St Anne's, Radcliffe-on Trent.
- 84% of the pupils are baptised Catholics, 7% are from other Christian denominations, 3.5% are from faith backgrounds other than Catholic and the remaining 5% have no religious affiliation.
- 14% of pupils have special educational needs and/or a disability (SEND) at 'school support stage', of whom, 3% have an education, health care plan (EHCP).
- 3.7% of pupils are eligible for the pupil premium, this is below the national average.
- A new headteacher and governing body have been appointed since the last diocesan canonical inspection in June 2014.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Further develop pupil leadership of the Catholic life of the school:
  - As a beacon of outstanding practice, disseminate this, including good governance in a time and resource manageable way, so that other schools in the Diocese of Nottingham may clarify their understanding of what constitutes outstanding Catholic Life.
- Further improve the quality of Collective worship in the school by:
  - Developing a more systematic approach in order that points raised in pupil liturgy evaluations help to formulate the Religious Education development plan.
  - Ensuring good and outstanding practice in the preparation and delivery of collective Acts of Worship are disseminated and effective so that all staff are highly skilled in helping pupils to plan and deliver quality worship.
- Sustain and develop the quality of Religious Education by:
  - Further developing teachers' skills in questioning techniques and their ability to develop pupils' understanding through their responses.

## CATHOLIC LIFE

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

### **The extent to which pupils contribute to and benefit from the Catholic Life of the school – outstanding**

- The school community has a strong sense of unity and parents value the nurturing that the school provides. Pupils are at the centre of shaping the school mission and ethos. All pupils have a deep sense of belonging and purpose which helps to develop their personal worth. They are proud of their religious identity and very inclusive of other faiths.
- The school mission statement, ‘Hand in hand with Jesus Christ we live, love and learn together’, lies at the heart of the school’s Catholic Life. Creative promotion of the school mission during curriculum provision embeds the strong Catholic ethos and enriches the positive relationships which envelop everybody in school.
- The learning environment of the school effectively promotes the school’s Catholic character with fresh, modern, displays demonstrating pupils’ work. This reflects the wide range of creative, vibrant learning activities that take place at St Edmund Campion. The many responsibilities that pupils take on, enrich the school’s aim ‘for all children to shine’ by enabling all pupils to use their talents wisely.
- The behaviour of pupils is exemplary; they enthusiastically take on leadership of their responsibilities, learn from each other and are very keen to seek justice for all. Their awareness of the wider community and the concept of the common good is outstanding; this is clear, not only from everyday activities but also from their involvement in a range of fundraising for local, national and global charities.
- The school is passionate about its links with the parish of the Holy Spirit in West Bridgford, pupils are regularly involved in parish and diocesan celebrations. Recent initiatives from the school to participate and help lead Parish Masses on Sundays have been well received by all. These links impact well on pupils’ sense of belonging within the community.

### **The quality of provision for the Catholic Life of the school – outstanding**

- The headteacher, senior leadership team, lay chaplain and governors are outstanding role models. They are highly effective in developing and sustaining the Catholic ethos of the school; working together they effectively ensure that promotion of a strong Catholic ethos permeates every aspect of the community.
- The Relationship and Sex Education programme (RSE) *Journey in Love* has recently been introduced by the school leadership. This modern scheme refers explicitly to Catholic teachings and principles resulting in pupils and families responding in a very positive manner to this important aspect of Catholic education.
- School policies are rooted in Gospel values, for example the school behaviour policy clearly indicates the school's ethos of reconciliation. However, the evident grounding of all policies in Gospel values should be made more explicit by specific reference to the Gospel in the introduction and guiding rationale.
- The school works as an effective partner within the local Multi-Academy Trust and as part of the Nottingham Catholic Teaching School Alliance. They actively share resources, including, teacher time to support other schools who may require it. The school also values the benefits they have achieved from this relationship.

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

- The school's leadership is deeply committed to the Church's mission in education. The headteacher is energised by the task and is a source of inspiration to the whole community.
- Following a period of turbulence, the development and sustenance of authentic Catholic education over the last three years, has been established by the school's leadership at all levels.
- The headteacher has secured very honest and accurate self - evaluation and it is clear that all aspects of Catholic life are given a high priority.
- The school's governing body comprise of a small but highly skilled and effective team. They have an accurate view of the school's strengths and weaknesses and are passionate about the school's mission in driving the school to be the very best it can be. They challenge and support in equal measure, emphasising Catholic Life as a school improvement priority.
- Effective and highly successful strategies for engaging parents are employed. Parents and carers speak very highly of the school's keenness and drive to deal with any issues as they arise.
- Pupils are playing an active role in developing the Catholic Life of the school and this is an area that the school is keen to develop further.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	2
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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 – good**

- Almost all pupils have an excellent understanding of the Church's liturgical year, its seasons and its feasts. During the inspection, the choice of scripture readings, the range of resources –including the prayer focus, music and use of digital resources –were appropriately chosen by pupils of the liturgy group. In Key Stage 2, pupils were following up a recent visit to the Cathedral to venerate the image of Our Lady of Guadalupe. Key Stage 1 pupils were celebrating May being the month of Mary.
- Children use *Let us Pray* resources to prepare and organise their own liturgies in classes. Their folders are working documents which show that they have regular opportunities to lead worship within class. They have a good understanding of the 'gather, word, response and mission' aspects of liturgy and are comfortable to express the mission as well as pray the school's mission statement.
- There is a deep sense of respect for other faiths and this is reflected in the way that pupils talk openly about this as a key strength of the school. Pupils were able to talk assertively about the importance of defending the rights of all worshippers to practise their faith traditions. Many parents too were pleased that pupils are confident to celebrate difference and act with integrity when praying. One parent was proud to say: 'It is uplifting to join the children in worship – it gives a sense of belonging and a sense of community'. Another parent added: 'My children are better-rounded, not just in the Catholic faith, but in their knowledge of other religions and world faiths too'.
- Pupils across the school are developing skills in creatively planning and delivering their own Acts of Worship. They have developed a range of prayer opportunities: reflection; group prayers; individual prayers; meditation and silence; traditional, as well as spontaneous prayers. Pupil skills in preparing and leading collective Acts of Worship need to be further developed across all classes and year groups to ensure that all pupils are given the opportunity to excel in this key aspect of worship and Catholic education. The school has recognised this as an area for development and has already taken the first steps in building on from good practice witnessed during a recent visit to see liturgy in another outstanding school".
- Pupils readily evaluate a range of collective Acts of Worship and this has had some impact on improving the quality of collective Acts of Worship, for example as one pupil explained, 'We noticed things used for the focal point did not have any meaning; now we think about what they mean when we set them out'. However, a more systematic approach to following points raised in liturgy evaluations is now needed to guide actions in the Religious Education development plan.

### **The quality of provision for Collective Worship – good**

- Collective Worship is centred on the pupils; in turn it is planned on clear themes and messages which are communicated well in advance to parents and carers which attracts and facilitates their support and attendance. This positive aspect of the school is established through the hard work and commitment of the Religious Education subject leader and senior leadership team who follow the inspirational and vivacious drive and leadership of the headteacher.
- The excellent knowledge and understanding of the Church's liturgical heritage, its rites and seasons, held by the Religious Education subject leader and senior leaders ensures that pupils have high quality experiences of the Church's liturgical year. The headteacher helps to enrich this experience as she works in unison with the supporting priest to coordinate pupils to lead the Sunday Mass once a half term the local parish church. This deepens the faith of the whole school/parish community as commented on during the inspection by pupils, members of staff, parents and carers, the local governing body and by parishioners.
- Throughout the school, displays on chosen liturgical and biblical themes are engaging and promote the Catholic character of the school. Each class has a prayer corner to encourage the pupils' interest, reflection and spiritual growth. Prayer focuses are well resourced with pupils able to use artefacts appropriately to enhance their liturgical experiences. Throughout the inspection, pupils were able to speak positively about the opportunities to undertake worship and the experiences that help enrich their lives.
- The school day is punctuated with prayer, at the start and end of the day and before meal times. Governor and staff meetings open with a prayer, with the wider school community, including parents and carers, enjoying taking part in the prayer life of the school. Members of staff are also provided with regular opportunities to pray together; they enjoy coming together each year with colleagues from throughout the Academy Trust to celebrate their aims and mission.
- The school employs two members of a chaplaincy team to work for one morning each week in the school; the practitioners work across the Academy Trust and play a central role in developing Collective Worship. Working alongside the headteacher, Religious Education subject leader and senior leadership team, they have made extensive progress within the provision for the Collective Worship as their shared work continues to impact positively as recorded in the school's accurate self-evaluation.

### **How well leaders and managers promote, monitor and evaluate the provision for Collective Worship – outstanding**

- Discussions with pupils during the inspection indicated that they felt involved in and part of liturgies at all levels within the school. A recent staff questionnaire indicated that they all felt empowered by leaders who skilfully model best practice in the leadership of Collective Worship and that school leaders assist them in the task of helping children plan and prepare for quality Acts of Worship.
- Leaders of the school correctly identified the need to improve Collective Worship through the training of staff and pupils; they have an accurate picture of what to do next to make further developments in their journey to become outstanding in all aspects of Collective Worship.
- The headteacher and senior leadership team are inspirational in delivering high quality Collective Worship. All members of staff have benefitted from the expertise of diocesan personnel as well as training from the Academy Trust chaplaincy team. Members of staff are open to advice to continually improve their practice which impacts positively on pupils' learning. The results of such high-quality training from the school's leadership are now enabling new ideas to become embedded to improve and enhance provision for Collective Worship throughout the school.
- High priority is given to monitoring and evaluating Acts of Collective Worship by pupils, leaders and governors as evidenced in a wealth of photographic materials, questionnaires and coordination reports. The school acts on this information which in turn has impacted positively over the last two years so that now pupils have increasingly rich and varied experiences of Collective Worship.
- The headteacher, governors, middle managers and the supporting priest are highly visible leaders of Collective Worship in the school. The supporting priest is a constant presence, reassuring governors, staff and pupils. It is clear to see at St Edmund Campion that governors and senior leaders are dedicated to the Catholic mission of the school.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	<b>1</b>
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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 enjoy their Religious Education lessons. They appreciate its value and the impact it has on their lives, ‘Learning about Jesus makes you think about what you do and how you could do things differently’ one pupil stated.
- Behaviour for learning in Religious Education is outstanding. Throughout the inspection, there was almost no misbehaviour observed. Pupils find their Religious Education lessons interesting and as a result, they remain enthusiastically engaged throughout their lessons and achieve exceptionally well.
- Pupil discussions during Religious Education lessons often demonstrate knowledge and understanding beyond the normal expectations for their age group. Year 1 pupils, for example, discussing the story of Zacchaeus talked about Jesus choosing to visit Zacchaeus ‘because he wanted him to change his ways’ and went on to conclude, ‘we can always ask Jesus to help us to change because he is always with us.’
- In all classes, pupils demonstrate strong skills in working within independent collaborative groups as well as under guidance. They remain on task even when not under the direct supervision of the teacher or teaching assistant.
- Pupils take great pride in their written work. In all classes, pupils’ written work shows good progress, is well presented and of a high standard for their age group. Pupils have high expectations of themselves; they can explain what level they are currently working at in Religious Education and the steps they need to take to make further improvements.
- Pupils’ attainment has rapidly improved over the last three years. End of Key Stage 2 attainment has risen from significantly below diocesan averages in 2014 (school 32%, diocesan average 84%) to significantly above diocesan averages in 2016 (school 89%, diocesan average 79%). Girls outperform boys in Religious Education and the school has identified this as an area for improvement.

### **The quality of teaching and assessment in Religious Education – outstanding**

- All teachers and teaching assistants demonstrate a positive and enthusiastic approach to the teaching of Religious Education. Teaching is consistently good and a high proportion is outstanding. Their high expectations and level of challenge is reflected both in pupils' discussions and in their written work. Teaching assistants are skilled and proactive in supporting learning in Religious Education.
- Creative activities are carefully planned to engage the pupils develop their understanding. Learning in Religious Education is enriched by well thought out of cross-curricular links with literacy, art, music and drama. No activities, including those involving artwork, simply occupy the children; they are all planned around the learning needs of each pupil and are designed to stimulate pupils' interest and deepen their understanding.
- A key strength of the teaching and learning in Religious Education throughout the school is the teachers' ability to facilitate pupil discussion and collaborative working rather than dominate the lesson with teacher talk. In some lessons this was evident to an outstanding degree. In these lessons teachers were astute at inconspicuously moving around the pupils, assessing where they were, clarifying misconceptions and moving their learning on.
- Activities are carefully tailored to meet the needs of all pupils so that all pupils make progress within the lesson and over time. All pupils' efforts and successes are recognised and celebrated; as a result, all pupils, including those with the most challenging learning needs, value Religious Education and are proud of their achievements.
- Teachers understand the *Levels of Attainment in Religious Education* and they use this knowledge to discuss with pupils what level they are working at and what they need to do to improve. Pupils understand that they have ownership of their work and are keen to challenge themselves to do even better.
- Some teachers need to further develop their ability to question and to develop pupils' understanding through their response to pupils' answers.

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

- Inspired by the example of the headteacher, the commitment of all the staff to ensure that Religious Education features as a core subject is strongly evident throughout the school. The school creatively fulfils the episcopal requirement to devote at least 10% of curriculum time to Religious Education by weaving Religious Education into all areas of the curriculum.
- There are robust systems in place for monitoring and evaluating Religious Education. In liaison with the headteacher, the subject leader for Religious Education analyses pupil tracking data to inform the quality of teaching and learning in Religious Education across the school. They use this information to assist teachers in delivering effective intervention strategies to support underperforming pupils. Senior leaders undertake regular learning walks, drop-ins, observations, interviews and work scrutiny to secure an accurate view of teaching and learning in Religious Education over time.
- Governors ensure that Religious Education is afforded the highest priority. They have an accurate view of the school's strengths and weaknesses and rigorously hold the leadership to account for pupil outcomes in Religious Education.
- Religious Education is always addressed in the school improvement plan and the finances allocated to it reflect the important role it plays in the curriculum. It is well resourced with high quality artefacts and books that help to enrich teaching and learning throughout.
- The headteacher and subject leader for Religious Education ensure that staff are well supported and benefit from training programmes to meet their needs. The headteacher is also astute in her deployment of staff to maximise the impact of their skills and talents on pupil outcomes and to ensure good or outstanding practice is disseminated throughout the school.
- The subject leader for Religious Education will leave at the end of the summer term to take up a deputy headship. The deputy headteacher will take on this role and the school has been proactive in ensuring that there is smooth transition. The deputy headteacher has worked closely with the headteacher and subject leader for Religious Education to ensure a seamless transition that will sustain and build upon the good work that is taking place.

## SCHOOL DETAILS

<b>School Name</b>	St Edmund Campion Catholic Primary School
<b>Unique Reference Number</b>	137428
<b>Local Authority</b>	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 14 Religious Education lessons and 4 Acts of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, 4 governors and the parish priest. 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, tracking information and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mr P Jackson
<b>Headteacher:</b>	Mrs A Blake
<b>Date of Previous School Inspection:</b>	09 June 2014
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## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires Improvement
<b>Grade 4</b>	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

<b>Grade 1</b>	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
<b>Grade 2</b>	Good	The school is an effective Catholic school. Pupils' needs are met well.
<b>Grade 3</b>	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.
<b>Grade 4</b>	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.