



DIOCESAN CANONICAL INSPECTION REPORT

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

Our Lady and St Edward Catholic Voluntary Academy

Gordon Road, St Ann's, Nottingham, NG3 2LG

School URN:	137439
Inspection Date:	06 July 2017
Inspectors:	Mr Gregory Hughes and Mrs Siobhan Minford

Overall Effectiveness	Previous Inspection:	Outstanding	1
	This Inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Outstanding	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Our Lady & St Edward Catholic Voluntary Academy is an outstanding Catholic school.

- Our Lady and St Edward's is a vibrant and inviting Catholic School. It has Gospel Values at the core of all it does. The mission statement, "individually we shine, together we dazzle, we are one," is clearly evident and lived out by all stakeholders.
- The very strong leadership team led by the head teacher is joined by a new governing body and parish priest. They are committed to maintaining the high standards and together they have a clear vision for the future. Parents are appreciative of the commitment towards Catholic Life.
- Collective Worship is a strength of the school. The chaplains who work within the Multi Academy Trust have helped to create a culture where pupils have ownership of their spiritual formation.
- Religious Education is celebrated throughout the school and is thoughtfully resourced. Displays are engaging and reflect British Values and spiritual formation. Lessons are well prepared by a dedicated staff. Pupils find work engaging and they enjoy their learning.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- Our Lady and St Edward's is an above average sized Primary and Nursery School. There are 257 pupils on roll.
- The school serves the parish of Our Lady and St Edward's.
- It is part of the South Nottingham Catholic Multi Academy trust.
- The school has 82% Catholics on roll and 13% pupils from other Christian denominations. There are 1% of pupils from other World faiths.
- There are 0.3% SEN children and 29% pupil premium.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To ensure the centrality and quality of its Catholic Life is sustained as the school moves into a larger Multi -Academy Trust, the school needs to:
 - Ensure that the new staff receive the current high level of support and training to keep moving the school forward.
 - Further develop and strengthen links with parents and the community.
 - Implement the clear action plan that has been drawn up.
- To sustain the outstanding provision for Collective Worship the school needs to:
 - Sustain the valued input of the chaplaincy team.
 - Establish systems to ensure the same level of quality support is maintained.
- To sustain and build upon the outstanding provision for Religious Education the school needs to:
 - Maintain the current effective systems for collaborating and monitoring.
 - Ensure that the accelerated levels of progress are continued.
 - Further promote open discussion in class lessons by developing the depth of questioning and discussion between teacher and pupil. This will bring about deeper understanding and extend challenge.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	1
------------------------------------------------	---

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1
1
1

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

- All children are at the centre of planning and evaluating the Catholic Life of the school and take a lead in shaping improvements to it. This is done through their roles on the School Council and the Chaplaincy Team.
- The school's behaviour policy outlines the high expectation leaders and teachers have of the children at all times. Pupils benefit greatly from this; they use it as a guide to how to conduct themselves. From Foundation Stage through to upper Key Stage 2 pupils have an age appropriate understanding of the precepts of reparation and forgiveness. The impact of this results in outstanding and exemplary behaviour throughout the school, based on Gospel values. When asked what they do when relationships break down in school they replied; "We ask ourselves, what would Jesus do (WWJD)".
- All pupils take full advantage of the opportunities the school provides for their personal support. Pupils are proud to take on "Buddy" roles at break and lunchtime and see it as an honour to help their peers when they struggle, helping them to resolve their problems. As a result pupils are happy, confident and secure in their own stage of emotional growth.
- The school is an all-inclusive, welcoming school in the heart of the community. Its Catholic ethos is a celebrated in displays throughout the school which are vibrant and demonstrate that the children's religious identity permeates all aspects of school life. Through questionnaires and interviews pupils are given further opportunities to give their views and air their concerns. Pupils are proud of their school and each other and there is a palpable feeling of belonging.

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

- The life of the school is guided by a valued mission that is evident in the actions and attitudes of everyone in the community. In the short time that the parish priest has been in post he has recognized this as the cornerstone of the school saying, “They have taken the mission statement and own it.” There is clear plan to strengthen these links and works.
- Outstanding relationships throughout the school reflect a true living out of the mission statement. There is a passion for the Catholic Life of the school promoted by the leadership team, teachers and support staff. Staff and pupils are nurtured, respected and cared for and “everyone supports one another.” This is validated by many groups including the Governors.
- In all parts of the school there are messages that promote the value and worth of all pupils and staff. There are many spaces where resources are accessible to everyone that support and enable the school’s Catholic identity to be explored and developed.
- The school’s RSE provision is carefully planned and comprehensive. It is consistently taught, supported by the school’s Sports Coach and celebrates Catholic teachings and principles.
- The children are given many enriching opportunities to be involved in charities such as SVP, Cafod, and collecting for a local foodbank. They are eager to support their local community and share their Catholic ethos.

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

- The headteacher, senior leadership team and newly established local governing body are superb role models and witnesses to the school’s vision and mission. Together with lay chaplain colleagues they are a reassuring and inspirational presence in the school.
- The provision for the Catholic Life of the school is given top priority in the School’s Development Plan. The Leadership Team rigorously monitor and open themselves up to self-challenge through regular analyses and requests for feedback from the extended school community.
- As a relatively new group the governing body is highly ambitious and supportive of the Catholic Life of the school and leads by example. They see their role as one of challenge and support. They are kept fully informed in developments of the Catholic Life of the school through regular visits to school, headteacher’s reports and participation in school events. The impact of this ensures governors are well versed in the quest for improvement.
- The lay chaplains are highly effective in providing support and encouragement to all staff as they promote the Catholic Life of the school. They engage in a continuous professional development program with staff and this impacts positively on staff confidence enabling them to monitor and evaluate their own practice. They are very well supported by additional support staff with whom they work very effectively.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	1
-----------------------------------	---

- 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.

1
1
1

How well pupils respond to and participate in the school's Collective Worship – outstanding

- There is a tangible enthusiasm for Collective Worship from the whole school community. Children are respectful, fully engaged and attentive throughout acts of worship. Pupils are highly involved in leading and supporting the community life of prayer and see it as a very desirable role.
- Through very skilful use of artefacts, resources and prayer the pupils are able to create an atmosphere where worship is enjoyed and valued. Collective Worship has a high profile in the school day where all pupils and particularly those not of the Catholic tradition, feel empowered and confident and want to participate.
- The experience of living and working in a praying community has had a profound and visible effect on the development and behaviour of all pupils. As there is a diverse range of cultures and different faith backgrounds in the school this inclusion and celebration of difference is at the core of all that is done. All children say they feel valued.
- The opportunities for worship in the school are imaginative, well planned and uplifting. The future role of Ambassadors to link school and parish will supplement and further strengthen the school's already outstanding practices.

The quality of provision for Collective Worship – outstanding

- Praying together is a central part of everyday at Our Lady and St Edward's for staff and pupils. It informs the day, reflects the Catholic character of the school and importantly is inclusive of all faith backgrounds.
- The numerous and varied resources for prayer and worship are used effectively so all benefit from appropriate and meaningful liturgies. An understanding of the liturgical seasons and traditions of the Church is evident throughout the school and has a high level of impact on Collective Worship.
- There is an open invitation for all members of the community to attend liturgies. Parents and governors say they appreciate this and make every effort to support the school in this area when they can.
- Class teachers, pastoral staff and the lay chaplains are highly skilled in helping pupils to plan, deliver and lead quality worship. The school is well supported by the Multi Academy Trust chaplaincy team and the wealth of high quality resources and training they provide is valued and evident. Pupils have access to a wide range of liturgical resources and are comfortable in selecting them for their own use.

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

- Leaders and managers value the time the new parish priest is already giving to the school. He is a regular visitor meeting the pupils, joining with Acts of Worship and planning future opportunities to collaborate.
- Leaders and managers are highly visible role models of Collective Worship. They are models of outstanding practice around school for staff and pupils and also choose to be part of the parish worship community.
- The headteacher, senior leadership team and subject leader have a thorough understanding of the elements of high quality liturgical experiences. The subject leader is a highly effective role model and shares her expertise as a matter of course.
- The leaders and governors have robust monitoring procedures in place that seek the views of the whole school community regarding the quality and significance of Collective Worship. They are quick to respond to their findings in a systematic and thorough way. Their goal is to maintain the high level of provision that has been a key feature of the school over a number of years.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	1
------------------------------------	---

- 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.

1
1
1

How well pupils achieve and enjoy their learning in Religious Education – outstanding

- Pupils make rapid progress during their time at Our Lady and St Edward's. On entry the pupils are below national expectations. However religious foundations are quickly laid in the Foundation Stage allowing pupils to make accelerated improvement at the end of Key Stage 1. Progress continues into Key Stage 2 with outcomes matching the ability levels of nearly all pupils. Outcomes this academic year will follow the same pattern.
- Pupils thoroughly enjoy Religious Education and are enthusiastic learners. They are keen to participate in reading scriptures during lessons. Lessons are interesting because there is a variety of stimuli including role play and debates.
- Throughout the school behaviour during lessons and in and around the school is exemplary. There were no incidences of disruption seen and pupils were on task. Prayer and reflection is central to all lessons.
- Pupils show a high level of respect for their teachers. Relationships are strong and work is at the appropriate level for each pupil. Religious Education is challenging and achievement is celebrated by pupils. Prompt cards for giving reasons and making links help pupils maximize their answers. Learning logs are colour coded and show the pupils what level they have achieved. They are used effectively by the pupils to improve outcomes.
- The classroom environments are alive with pupil's work. Displays are interactive and engaging. Resources are plentiful and focus prayer areas form an integral part of the learning environment. As a result of this pupils feel involved and enjoy the subject.

The quality of teaching and assessment in Religious Education – outstanding

- Teaching is varied and the 'Come and See' scheme of work is firmly embedded into the curriculum. Teachers make lessons relevant to the pupils and lessons are interesting because there is a variety of creative stimuli including role play and debates.
- Teachers have a calm approach to the delivery of Religious Education. Lessons are well paced and subject knowledge is, on the whole, outstanding. Questioning is thoughtful. There is scope to tease out further knowledge by even more incisive questioning and by inviting more pupils to offer ideas and expand on their answers.
- Marking is corporate, regular and developmental. This allows pupils to receive quick feedback and praise both verbally and in writing. Pupils are afforded improvement time to respond to and elaborate on their work.
- Pupils are aware of their progress and current level of attainment through regular assessed pieces. Assessed work is accurately graded and pupils know the next steps they need to improve their writing. Driver words are used consistently. Learning logs are used to support pupils to self-assess and identify their next steps. The colour coding helps pupils to see their achievement level.
- Presentation of pupils' written work is of a high standard throughout the school. Pupils take pride in their work. Reward systems are in place to value pupil work. Expectations of teachers and teaching assistants are high. The quality and quantity of work matches that of other core subject areas.

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

- The Headteacher, Deputy Headteacher, newly promoted Religious Education Subject Leader and Collective Worship Lead work together as a pro-active and effective team. Staff morale is high and they are ably supported by two chaplains. The school keeps up to date with Diocesan training and moderation of sample work takes place within the MAT and the diocese. Staff receive regular training and teachers are supported in their Religious Education development. This year two teachers received the 'Bishop's Certificate for Teachers'.
- The new governors and parish priest have brought in a new energy to keep the school moving forward. A close involvement in the monitoring cycle has been planned. Engagement with parents and the wider community are also part of the future vision for Religious Education.
- The analysis and collection of data has become embedded in the school improvement cycle. All pupils are tracked and their work is discussed in detail and children who are off target are closely monitored and catered for. Senior leaders and governors ensure that children receive quality teaching and learning. The new Religious Education Subject Leader is enthusiastic and keen that best practice teaching occurs through quality collaboration and discussion both within school and the Multi Academy Trust.
- The yearly planning and review cycle is firmly embedded on a half termly basis. Work scrutiny, observation of lessons, robust evaluation and discussion have led to high expectations and a push for the highest possible outcomes.
- The Religious Education curriculum meets Episcopal requirements regarding curriculum time for Religious Education. Leaders have supported staff to embed the 'Come and See' scheme of work and this has been developed in an adequate way focusing on the needs and interests of the pupils. The curriculum provides opportunities for pupils' spiritual, moral and cultural development.

SCHOOL DETAILS

School Name	Our Lady & St Edward Primary and Nursery Catholic Voluntary Academy
Unique Reference Number	137439
Local Authority	Nottingham

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 7 Religious Education lessons and 1 Act of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, governors, school chaplains 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 and tracking and parental response forms and examined the work in pupils' Religious Education books.

Chair of Governors:	Mr Ivor Morris
Headteacher:	Mrs Moira Dales
Date of Previous School Inspection:	8th February 2012
Telephone Number:	0115 915 5800
Email Address:	m.dales@olseacademy.org.uk

WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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

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