



DIOCESAN CANONICAL INSPECTION

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

School:	St Edward's Catholic Primary School
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School URN:	112906
Headteacher:	Mrs Jayne McQuillan
Chair of Governors:	Dr Adrian Roberts
Date of Inspection:	10 November 2014
Inspectors:	Mrs Jane Monaghan Mrs Anne Recchia
Overall Effectiveness:	2
Date of Previous Inspection:	5 December 2006
Overall Effectiveness:	2

INTRODUCTION

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, leader of Catholic Life, a governor and the parish priest. Discussions were also held with pupils.

The inspectors scrutinised a range of documents including the school improvement plan, the Religious Education action plan, the headteacher's reports to governors, parents'/carers' questionnaire and the subject leader's evidence folder. Inspectors also examined the work in pupils' Religious Education books.

INFORMATION ABOUT THE SCHOOL

St Edward's is an average sized primary school, which serves the families within the parish of Saints Peter and Paul, Swadlincote. There are 210 children on roll, 47% of whom are baptised Catholic. 33% of pupils are from other Christian denominations, 1% from other faith backgrounds and 19% have no religious affiliation. The proportion of pupils who come from minority ethnic backgrounds or who speak English as an additional language are well below average. The proportion of pupils with special educational needs and disabilities is 8%. The proportion of pupils known to be eligible for pupil premium, which provides the school with additional funding for children in Local Authority care, for pupils known to be eligible for free school meals and for pupils from service families is 11%.

The school barely meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics. The current headteacher was appointed in April 2009.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

COLLECTIVE WORSHIP

2

RELIGIOUS EDUCATION

3

KEY FINDINGS

- St Edward's is a good Catholic school overall where the Catholic mission is shared by pupils, staff, the parish and in many instances, the wider community. The headteacher and leadership team are committed to working at plans that will ensure that pupils' academic, spiritual, moral and social knowledge and skills are developed. Pupils contribute positively to the school's vision and mission in many instances and they are developing a growing awareness of the impact their faith has on their lives. With the appointment of the leader of Catholic Life, the pastoral care systems are a positive feature of the school.
- Collective Worship is given high priority in the life of the school; it is valued by pupils, staff and the parish community and as such is good. The provision for developing pupils' skills in Key Stage 2 for planning and leading liturgy is having a positive effect on their moral and spiritual development. The headteacher, leader of Catholic Life and other senior staff are good role models and provide support to all for the effective delivery of Collective Worship. Monitoring, evaluating and reviewing of this aspect of school life takes place though a more robust and formalised system now needs to be implemented.
- Religious Education requires improvement. After very low starting points on entry, pupils achieve good standards in Religious Education by the end of Key Stage 1. However, this rate of progress is not built upon in Key Stage 2 resulting in lower outcomes by the end of this Key Stage. Teaching requires improvement although there are some examples of good practice. A lack of differentiation results in pupils spending too much time on tasks that do not challenge and thus inhibit rapid progress. The leadership team is aware of areas for development but is not moving quickly enough to secure improved outcomes for all pupils in Religious Education.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To consistently increase the level of challenge in the teaching of Religious Education through high level questioning, differentiation and robust tracking of pupil progress so that learning can be rapid and outcomes raised for all groups of pupils.
- To develop, as a matter of urgency, a systematic approach to monitoring, evaluation and review so that self-evaluation of Collective Worship, Catholic Life and Religious Education is accurate and areas for development are focused.
- To develop the teaching and learning aspects of the subject leader for Religious Education's role in order that the work focusing on raising standards in the academic subject delivery of Religious Education is prioritised.
- To increase staff confidence in interpreting Religious Education assessment data so that a lack of pupil progress can be addressed immediately through rigorous target setting and intervention.
- To address time allocations for the teaching of Religious Education so that preparations for Acts of Worship, Mass and liturgies do not impinge on the delivery of the 'Come and See' (Religious Education) programme and that the requirement laid down by the Bishops' Conference of England and Wales is adhered to.
- To ensure that Key Stage 1 along with Key Stage 2 pupils become proficient in planning, preparing and delivering their own liturgies.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

2

- 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.

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Pupils at St Edward's have a clear sense of belonging to a secure, inclusive and supportive Catholic community. Most pupils are involved in the shaping of the school's mission and ethos as evidenced in the recent whole school review of the mission statement. They make regular reference to the statement 'True Mind, True Heart, True Spirit' when describing the nature of their work in the school. In this way, pupils are able to talk about the distinctive nature of the school and their calling and mission to lead a Christian life. They are generous in their giving to charitable causes, often taking the lead in fundraising and campaigns that care for those less fortunate than themselves. They are regularly involved in activities that promote the school's ethos both within school and the wider community. The behaviour of most pupils is good almost all of the time. They understand right from wrong and the need for forgiveness and reconciliation. They respond well to the pastoral support that the school provides and understand how this is shaping their lives; they talk very positively about the impact that the leader for Catholic Life has made to the school (appointed in September 2014). As a result, they are mostly happy, confident young people - secure in their spiritual and emotional growth. Pupils show an interest in their own religious life and that of others

and understand how important these convictions are for many people. They value their involvement in key liturgical celebrations throughout the year, in school, parish and at diocesan level.

The mission statement is a clear and concise expression of the educational mission of the Church. The Catholic character of the school and its mission are immediately evident in the learning environment through displays and artefacts and the strong and supportive relationships that exist between staff and pupils. All staff are fully committed to the implementation of the mission statement across the curriculum. There is a real sense of community at St Edward's where everyone is working for the common good. Clear policies and structures are in place to ensure a high level of commitment to the pastoral care of almost all pupils. The use of positive play and nurture groups ensure that the most vulnerable and needy pupils are supported effectively. The appointment of the leader for Catholic Life has enhanced provision and has enabled the school to make further valuable and constructive links with parents, the parish and outside agencies. The school provides programmes for PHSE and Relationships and Sex Education that are appropriate to the Catholic nature of the school. High standards of moral and ethical behaviour are clearly and consistently communicated to the pupils and they in turn recognise and appreciate the excellent role models they see in the staff. The school works well with most parents and carers, actively seeking their views and supporting families who might traditionally find working with the school difficult.

The Catholic Life of the school is given a high priority by its committed headteacher and senior leadership team. They are well regarded by staff and pupils as models of Catholic leadership. Governors are equally passionate about the school's mission and actively support the headteacher and leadership team in implementing it. Some monitoring and evaluation has taken place by school leaders and governors, however, it is not as yet systematic and rigorous enough to allow leaders to analyse outcomes, for governors to ask challenging questions and to provide an accurate evaluation of the school's strengths and areas for development. This has been recognised in the current school improvement plan.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

2

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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The majority of pupils at St Edward's show interest in and participate reverently in Acts of Collective Worship. They are able to join in community prayers at an appropriate level for their age, reflect in silence and listen attentively to the Word of God. With the use of appropriate resources and support, pupils in the Foundation Stage and Key Stage 1 are beginning to develop the skills to prepare and lead their own worship. These skills are more

developed in Key Stage 2 where pupils are taking more of an active role in liturgy planning. They are becoming increasingly skilled in the use of scripture, religious artefacts and liturgical music. The chaplaincy team, 'Eddie's Angels', are particularly good role models, enthusiastically leading prayer groups and worship across all Key Stages. Appropriate to their age and ability, pupils understand the difference between forms of liturgy and seasons and feasts in the Church's liturgical calendar. They are also developing skills in the use of different forms of prayer to engage others. Opportunities to share prayer experiences with those of other faiths are limited. Pupils are able to articulate clearly the impact prayer and worship has on their lives and it is clear that it has a positive influence on their spiritual and moral development.

The Catholic character of the school is reflected well in the variety and range of Collective Worship provided for pupils. Staff and pupils pray together regularly and prayer is an intrinsic part of the school day and key celebrations. Mass is celebrated once a week with year groups joining parishioners and parents in the parish church. The school provides good support for pupils to participate fully in the Mass through the readings, prayers, singing and actions of the Mass. As a result, pupils are developing good liturgical knowledge and understanding. They speak enthusiastically about their experiences and feel part of a worshipping community.

The headteacher, leader of Catholic Life and other senior staff are good role models and provide support to all for the effective delivery of Collective Worship. They understand the importance of liturgy and prayer and plan appropriately to ensure that pupils experience good quality worship. They have good knowledge of the liturgical life of the Church, its symbols and rites and use these to both deliver adult led liturgies and support pupils in leading theirs. Continuing professional development in this area has helped teachers to develop their confidence in leading and supporting class liturgies. Leaders should now take time to monitor and evaluate in a more systematic way which includes all stakeholders. This would ensure that planning is targeted at continuing to improve staff formation in the development of spiritual and liturgical understanding and that outstanding quality experiences are provided for all pupils.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

3

- 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 (including governors) monitor and evaluate the provision for Religious Education.

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Most pupils enjoy their Religious Education lessons and can explain its value. Some groups are keen to do well and generally apply themselves, however, some pupils are not completely focused which results in misconceptions and religious literacy not always developing at an appropriate rate. From a very low baseline in the Foundation Stage, pupils

make good progress in Religious Education. They continue to build on knowledge and understanding in Key Stage 1 and achieve standards which are in line with diocesan expectations. Progress is not rapid in Key Stage 2 and data analysis shows slippage of learning with significant groups of pupils falling behind. Some pupils acquire knowledge and skills over time but the general relaxed pace of learning results in outcomes not meeting diocesan expectations at the end of this Key Stage. Pupils are gaining skills appropriate to their age and understanding in learning from religion, they are aware of the demands of religious commitment in their everyday lives, however, the pace of this skill acquisition requires improvement.

Whilst teaching overall is not inadequate, improvement needs to be implemented to ensure that all classroom delivery is of at least a good standard. As a core subject, the time allocated to the teaching of Religious Education falls short of the Episcopal requirement that 10% of the curriculum timetable should be allocated to Religious Education. Not enough time is devoted to the delivery of the 'Come and See' (Religious Education) programme resulting in poor content coverage which impacts on outcomes at the end of Key Stage 2. Levels of expertise in subject knowledge among teachers is variable, teaching lacks depth and breadth and a limited range of teaching strategies result in minimal learning. Time management to improve the pace of learning needs to be addressed so that progress can be more rapid in lessons and over sequences of lessons. Some teaching is monitored during lessons but staff need to develop confidence to adapt their plans so that misconceptions in pupils' learning are avoided. Teachers have a broad understanding of prior learning but this is not yet fully refined enough to meet the needs of all pupils. Differentiation lacks rigour, it is more often than not achieved by outcome and this does not enhance learning. Marking and feedback is sometimes given, however, the emphasis of this is on what the pupil has completed with very little reference to improvement points or 'next steps' in learning. This is a lost opportunity to move pupils' learning forward. The amount of recorded work particularly in Key Stage 2 requires improvement - there is very little evidence of extended pieces of writing.

Leaders carry out some monitoring and evaluation but this is not systematic enough to result in robust self-evaluation judgements being made. The cycle of monitoring, evaluation and review is not embedded; it does not inform planning and fails to focus on areas that require improvement. Attempts have been made to secure accuracy and consistency in the assessment of pupils' work based on the *Levels of Attainment in Religious Education*; this needs to be more consistent. Moderation of pupils' work is at the developmental stage. Some planned actions by leaders for example, the monitoring role of the Religious Education link governor are being implemented, these need to be focused on the teaching of Religious Education where improvement is required rapidly. The roles of subject leader for Religious Education and the leader of Catholic Life need to be defined as there is some duplication in their work. There needs to be a concentrated effort in moving the delivery, assessment and monitoring of the 'Come and See' programme in order to secure positive outcomes for all pupils in Religious Education. Leaders and managers need to thoroughly evaluate disparities in provision in terms of staffing and curriculum time. The curriculum meets the requirements of the Bishops' Conference in some respects, though there are areas of provision that fall short. These must be addressed as a matter of urgency.

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, 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.