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DIOCESAN CANONICAL INSPECTION REPORT

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

# St Norbert's Catholic Primary School

Tollgate, Spalding, Lincolnshire, PE11 1NJ

<b>School URN:</b>	120616
<b>Inspection Date:</b>	4 March 2015
<b>Inspectors:</b>	Mrs Anne Recchia and Mrs Jean Connor

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

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

### St Norbert's is an outstanding Catholic school.

- The quality of the Catholic Life of the school is outstanding and permeates everything that happens in the school reflecting both Gospel values and Catholic social teaching to the highest standard.
- The quality of Collective Worship is outstanding and is now a strength of the school. Pupils show respect and participate wholeheartedly in all forms of prayer and worship.
- The quality of Religious Education is good. Most pupils make good progress given their starting points and time in the school. Some pupils make accelerated progress due to outstanding teaching and support. Monitoring and evaluation are used effectively to improve outcomes for pupils.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Norbert's Catholic Primary School is a single form entry school in the south of rural Lincolnshire. It serves the Catholic community within the parish of The Immaculate Conception and St Norbert's, Spalding and the surrounding area.
- The school has grown in size substantially over the last five years, moving from 144 pupils on roll in 2010 to 209 at the time of the inspection.
- Since the last inspection, there have been significant changes in staffing. The headteacher was appointed in 2011.
- 76% of pupils are baptised Catholics, 13% are from other Christian denominations, 1% are from other World Faiths and 10% have no religious affiliation.
- Pupils attending St Norbert's are from 15 different nationalities. 61% of pupils have English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of pupils deemed disadvantaged, those supported through the pupil premium is below average. The pupil premium is additional government funding to support pupils who are known to be eligible for free school meals or those children in the care of the local authority.
- The school has recently been accredited with a Level 2 'Rights Respecting School', showing evidence of the embedding of the Convention of Rights of the Child (CRC) into the working life of the school.

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

- To ensure that the quality of teaching and learning is outstanding throughout the school by:
  - Ensuring the proportion of pupils reaching expected levels of attainment in Religious Education by the end of Key Stage 2 are at least in line with diocesan averages.
  - Ensuring that plans to more accurately assess and track pupil progress in Religious Education identify pupils who are not making expected progress swiftly and rapidly and that these lead to targeted actions for improvement.
  - Sharing outstanding practice within the school and with colleagues in other Catholic primary schools.
- Continue to build on the capacity for pupils to take responsibility and ownership of the work of the chaplaincy team in creating and delivering whole-school Acts of Worship.

## CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	<b>1</b>
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- 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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### **The extent to which pupils contribute to and benefit from the Catholic Life of the school - outstanding**

- All pupils are involved in reviewing the school's Mission Statement. The chaplaincy team and school council have taken a lead in developing child-friendly interpretations of this and evaluating its impact in school.
- Pupils take on responsibilities to develop the Catholic character of the school, for example the school's chaplaincy team, school council and playground leaders.
- The behaviour of pupils across the school is exemplary. Relationships are founded on Gospel values and pupils feel valued, safe and respected.
- Pupils speak of the value they place on being part of a Catholic community in school and the opportunities they have in fulfilling their vocation both within and beyond the school community.
- Pupils are responsive to the needs of others and enthusiastically participate in charitable giving.

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

- The Catholic identity within the school is evident throughout the vibrant learning environment.
- The priests of the parish and the deacon provide chaplaincy and pastoral support for the pupils and staff. This has cemented the good relationships between parish and school.
- Relationships throughout the school community are harmonious and respectful, resulting in high standards of behaviour.
- There are very effective induction programmes for parents, pupils and staff. Pupils settle quickly and feel valued and welcomed. The commitment of staff to the Catholic mission and ethos of the school is highly evident.
- The high quality and effective use of pastoral programmes are underpinned by well-written and regularly reviewed policies, including PSHE, RSE and behaviour policies.

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

- Leaders and managers are deeply committed to the Catholic Life of the school and are a source of inspiration for staff and pupils.
- The headteacher and senior leadership team undertake a rigorous monitoring and evaluation schedule that celebrates success and identifies accurately areas for improvement.
- Governors undertake a variety of monitoring activities that keep them informed of current practice and allow them to hold the school to account.
- The school has successful strategies for engaging parents and carers in their child's education. They are regularly consulted on a range of issues and they are highly supportive of the work of the school.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	1
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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 - outstanding**

- Pupils respond to and participate in the school's Collective Worship to an outstanding degree. They are comfortable in expressing their thoughts, opinions and prayers openly. They show respect and participate wholeheartedly in all forms of worship and prayer.
- Opportunities for pupils to plan and lead liturgies are taken enthusiastically. Liturgical skills are developed from an early age; they have a good knowledge of the liturgical seasons of the Church which leads to imaginative and inclusive Acts of Collective Worship. Resources are used creatively to engage all pupils.
- The majority of pupils understand the need to respect the faith and cultures of others which is given emphasis through the work undertaken to achieve Level 2 in the 'Rights Respecting Schools' programme and the Religious Education curriculum.

**The quality of provision for Collective Worship - outstanding**

- The quality of Collective Worship at St Norbert's is outstanding. It is central to the life of the school and is part of the daily experience for all pupils and staff.
- Collective Worship is well planned and resourced to ensure high quality experiences for pupils and staff. Collective Worship is treasured by all and is seen as an important priority for the spiritual and moral development of pupils.
- As a result of well targeted and effective professional development activities, staff are skilled and confident in both leading worship and developing the liturgical skills of their pupils.
- The school welcomes and facilitates the attendance and participation of parents and visitors in liturgies.

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

- The headteacher and subject leader for Religious Education offer models of good practice in their leadership of Collective Worship. They use their expert knowledge to plan and deliver quality experiences and staff highly value their support. They have sought the advice and training opportunities offered by the diocesan primary RE adviser which has had a positive impact on the quality of liturgy throughout the school.
- The RE governor works closely with the headteacher and RE subject leader to monitor and evaluate Collective Worship in the school. As a result, leaders and managers have a clear idea of the strengths and areas for improvement in this area. The school evaluation is accurate and effectively serves to move the school forward.
- The chaplaincy team is made up of key staff and parish members as well as pupils. Pupils within the team are becoming more skilled in leading and evaluating Collective Worship but acknowledge that this is an area for further development. Pupils in the chaplaincy team are now ready to take on more responsibility with decreasing amounts of support from staff, in creating and presenting their own Acts of Worship for the whole school.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	2
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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 - good**

- Pupils enjoy Religious Education and show commitment in their learning. Behaviour for learning in most classes is outstanding with pupils rarely off task even when not directed by an adult. As a result, most lessons proceed without interruptions.
- Pupils exhibit knowledge, skills and understanding appropriate to their age and are able to articulate how these translate into their everyday lives. In most classes, pupils respond enthusiastically to their differentiated activities and eagerly engage with them; thus enjoying their learning and thriving on the challenges presented to them.
- Most of the pupils enter the Foundation Stage with little faith background and exhibit low levels of religious literacy. From this relatively low starting point, most pupils make good progress in Religious Education. In some classes, this is accelerated due to the impact of outstanding teaching. Pupils with English as an additional language make accelerated progress over time as they quickly acquire language skills and access the curriculum with well targeted support and teaching.
- The standards of attainment reached by the end of Key Stage 1 for a large majority of pupils are at least in line with diocesan averages. However, standards reached by the end of Key stage 2 do not match diocesan averages and have not done so for the last two years. The school identifies high rates of pupil mobility as a contributory factor to this.
- Standards for the current Year 6 show that the most pupils will achieve the expected level of attainment. It is evident that the school is making a good effort to ensure the gaps are closing. The school has identified the need to introduce pupil progress meetings that will target individual pupils who are either falling behind or who are not making expected progress. This will have a positive impact on both standards and progress.

### **The quality of teaching and assessment in Religious Education - good**

- Teaching is good with examples of outstanding practice and most pupils make good progress over time.
- Where teaching is outstanding teachers set high expectations, pupils are enthused about their learning, they understand how to improve their work and make rapid and sustained progress.
- To make certain that the quality of teaching is outstanding throughout; teachers need to ensure that all groups of pupils are making expected or better progress. Through careful and rigorous monitoring and evaluation of assessments, teachers should identify the minority of pupils who require additional support and challenge those who need the impetus to improve more rapidly.
- Teachers have a confident level of knowledge and expertise in the subject; they plan lessons creatively to cater for pupils' different learning styles. They use an appropriate range of resources and teaching strategies to promote good learning overall.
- Teaching assistants are highly skilled and effective in supporting the teaching and learning in the classroom.
- Through effective assessment, teachers show they have a good knowledge of pupils' prior learning and understanding. They devise focused learning activities for groups of learners that consolidate learning and ensure that pupils make at least good and in some cases outstanding progress.
- Marking is carried out systematically and effectively to ensure pupils know how well they have done and how to improve their work. Pupils are given time to respond to marking and do so both in written form and through their actions. In some classes, pupils are involved in evaluating their own work and that of their peers. This ensures they have a good understanding of the learning objective and gain confidence in knowing how to improve.
- The school recognises that mobility is an issue in some year groups; staff work hard to address the needs of pupils new to the school and in many instances new to the country with an effective induction programme and targeted language support. As a consequence, these pupils are making rapid and sustained progress.

### **How well leaders and managers promote, monitor and evaluate the provision for Religious Education - outstanding**

- The subject leader for Religious Education is well informed and provides outstanding support for teachers. She keeps up to date with current educational practice and is focused on improving teaching and learning in Religious Education. Despite distance, she regularly attends diocesan led training and actively seeks the support of the diocesan primary RE adviser. This has led to well targeted in-house training and professional development, resulting in teaching that is consistently good and in some cases outstanding.
- Leaders and managers ensure that teachers are confident in the levelling of pupils' work through effective continuing professional development. Accuracy is checked through moderation both internally and externally. Monitoring and evaluating the results of this assessment now needs to be more detailed to ensure that pupils are not slipping through the net and that attainment as a whole is at least in line with diocesan averages by the end of Key Stage 2.



- Religious Education has a high profile in the school and has a profound impact on the moral and spiritual development of the pupils. There is a shared vision among the staff encouraged in no small part by the excellent induction process and ongoing support offered by the headteacher and the subject leader for Religious Education.
- Religious Education is well resourced in terms of staffing and curriculum time; meeting fully the requirements of the Bishops' Conference of England and Wales.
- Self-evaluation is well established and robust. It successfully identifies areas for improvement and celebrates good and outstanding practice.

## SCHOOL DETAILS

<b>School Name</b>	St Norbert's Catholic Primary School
<b>Unique Reference Number</b>	120616
<b>Local Authority</b>	Lincolnshire

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law and Section 48 of the Education Act 2005 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 whole school Act of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, the senior leadership team, the parish priest and governors. Discussions were also held with pupils including some pupils from the chaplaincy team.

The inspectors scrutinised a range of documents including the school improvement plan and the self-evaluation form. They also examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mr Tony Bray
<b>Headteacher:</b>	Mrs Louise Yarnell
<b>Date of Previous School Inspection:</b>	6 October 2009
<b>Telephone Number:</b>	01775 722889
<b>Email Address:</b>	<a href="mailto:louise.yarnell@st-norberts.lincs.sch.uk">louise.yarnell@st-norberts.lincs.sch.uk</a>

## 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.