

# **NOTTINGHAM DIOCESAN INSPECTION**

## **REPORT ON**

### **DENOMINATIONAL EDUCATION**

***AUTUMN 2007***



**BLESSED ROBERT WIDMERPOOL CATHOLIC PRIMARY SCHOOL**

**Listowel Crescent  
Clifton  
NOTTINGHAM  
NG11 9BH**

**10<sup>th</sup> January 2008**

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

## SECTION 48 DENOMINATIONAL INSPECTION REPORT

<b>Name and address of School:</b>	Blessed Robert Widmerpool Catholic Primary School Listowel Crescent Clifton Nottingham NG11 9BH
<b>Headteacher:</b>	Mrs H Jackson
<b>Chair of Governors:</b>	Rev C Thomas
<b>Date of Inspection:</b>	10 <sup>th</sup> January 2008
<b>Inspection Team:</b>	Mr J Honey and Mrs A Recchia
<b>URN &amp; DFEE Numbers</b>	URN: 122783 DCSF: 892 3319
<b>Overall Grade Awarded:</b>	1 Outstanding

### A. DESCRIPTION OF THE SCHOOL

Blessed Robert Widmerpool Catholic Primary School is situated in one of the most socially disadvantaged areas of Clifton, Nottingham and serves the parish of Corpus Christi. 11% of children live beyond the estate boundary in the surrounding areas. The spread of childrens' attainment on entry is very wide, but the average is below the national expectation. 70% of those on roll are baptised Catholics, 17% are not affiliated to any particular faith and 13% are from other Christian backgrounds. About 75% of children are White British. The remainder come from a wide range of other ethnic backgrounds with Indian being the next largest group.

# INSPECTION SCHEDULE

## B. OVERALL EFFECTIVENESS

**How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?**

	Outstanding	Good	Satisfactory	Inadequate
	<b>1</b>			
<p>Blessed Robert Widmerpool Catholic Primary School is an outstandingly successful school. The Mission of the school is a lived reality on a daily basis with everyone striving to follow 'in the footsteps of Jesus Christ as they live and learn'. (<i>School's Mission Statement for children</i>).</p> <p>The Eucharist plays a central part in the life of the school but the influence of that enriching experience does not stop with the final Blessing. It is taken and shared throughout the school day. The Liturgy Team, comprised of Year 6 volunteers, does an excellent job in helping to plan and prepare. The provision for community cohesion is excellent. This produces a highly inclusive organisation where every member of the school community is encouraged, challenged and valued.</p> <p>Teaching and learning in the school is outstanding. Pupils thrive spiritually, morally and educationally. Standards of attainment are high throughout and above national expectations at the end of each Key Stage. The Religious Education programme makes an enormous contribution to enjoyment and achievement in school. It engages and extends children, including those with additional learning needs. Steps taken to promote improvement since the last inspection have been very successfully completed.</p>				

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

	Outstanding	Good	Satisfactory	Inadequate
	<b>1</b>			
<p>In spite of the excellence of this report, school management recognises there is room for yet further improvement. There is great capacity to achieve this because appropriate systems and structures are already in place. In the school's self evaluation document, assessments tended to err on the side of caution and describe some features as good where they have in fact been found to be outstanding. The school had sufficient evidence that we saw to support the higher judgement. A more analytical approach to the completion of this document would support a more courageous judgement. Celebrate your success!</p>				

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

There are no major areas needing urgent attention. There are, however, some suggestions that will assist the school in its further development:

- The school should continue to move towards parish based sacramental preparation so that it can be in place for January 2009.
- The school should review its timetables so that there is a balance between Religious Education curriculum time and class liturgy.
- To further develop what is already good practice, the Catholic life of the school should be monitored more formally, but in a simple way that includes all members of the school community.

## 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>			
<p>The Governing Body fulfils its role in relation the school's Catholic foundation to an outstandingly good standard. They act both as staunch supporters and keen challengers. This is evident too with the leadership in school where leaders at all levels have a very strong commitment to developing the school's mission. They communicate a strong sense of spiritual purpose and there is a constant focus on promoting the highest possible standards for everyone working in the school, both child and adult alike. The Chaplain to the school is also the parish priest, thereby providing an invaluable and highly effective link. He carries out his role in an innovative and child friendly way. His contribution is outstanding. Relationships with key partners are outstandingly good and make a significant contribution to the school's success. The monitoring and evaluation of the Catholic life of the school is good. There is much informal analysis of what happens but it would be more effective if it were more formalised. This would enable already high standards to be improved yet further.</p>				

# Collective Worship

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

	Outstanding	Good	Satisfactory	Inadequate
	<b>1</b>			
<p>The quality of provision for prayer, Collective Worship and the liturgical life of the school is outstandingly good. The Eucharist is celebrated frequently in school and is very well supported by the local community. These are vibrant occasions with children totally involved in many different ways. Some play musical instruments, many sing with solo parts for boys as well as girls, many read and dance is involved as well – all of it to a very high standard.</p> <p>The classroom prayer and Acts of Worship are of excellent quality too, such that by the end of Key Stage 2 children are exhibiting a religious literacy way beyond their years. These reflective and thoughtful occasions make excellent use of silence in which children come to feel comfortable and able to make the most wonderful and deeply religious observations.</p> <p>Planning for Collective Worship is excellent and evaluation takes place informally through various conversations. There is the potential for yet higher standards in worship and prayer if this evaluation process were to be more formalised and widespread. Nevertheless, the liturgical life of the school makes an immense contribution to the children’s spiritual and moral development.</p>				

# Community Cohesion

## 3. How effectively the school promotes community cohesion: inwardly (within the school); within the local faith community (parish and education communities); and the wider social, cultural and educational communities.

	Outstanding	Good	Satisfactory	Inadequate
	<b>1</b>			
<p>Morale at Blessed Robert Widmerpool Catholic Primary School is very high and justifiably so. There is nothing elitist in this feeling but rather it comes from a quiet confidence and conviction that everyone in the school community is both important and valued.</p> <p>All leaders and staff work collaboratively to ensure that children experience the best possible environment in which to learn. Consequently there is welcome, concern and respect in the school for all, from all. Upsets between children are few but quickly and sensitively resolved. Children are proud of their school. The school makes an excellent contribution to the extended Catholic family of schools and communities through many varied ways. Parish links are particularly strong. Sacramental preparation has taken place in school to date, but the plan to transfer this to parish from January 2009 is encouraged. There is excellent awareness of the need to conserve natural resources and to strive for a more equitable sharing of the world’s harvest.</p> <p>Relationships with parents are very strong. The family support worker has significantly enhanced this link. The Religious Education Curriculum promotes community cohesion to an outstandingly good standard.</p>				

## RELIGIOUS EDUCATION

### Achievement and Standards

#### 4. How well do learners achieve?

	<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
	<b>1</b>			
<p>The teaching and learning in the school is outstanding allowing pupils to thrive and make very good progress. Teachers have very good subject knowledge. They plan carefully, systematically and collaboratively to ensure the curriculum comes alive to the pupils they teach and is appropriate to their age and ability. Very good use is made of resources and work is pitched at levels that suitably challenge the pupils. ICT is used well to engage the learners. Teachers' careful assessment and tracking of pupils' progress ensures pupils with additional learning needs are as equally challenged as those more able pupils. Learners are fully engaged in the curriculum and are aware and respond to the challenging targets set for them. They are able to evaluate their work in an age appropriate way. The rigour of planning, teaching and assessment has enabled pupils to acquire a real religious and moral literacy as evidenced in their positive relationships with each other and their commitment to those less fortunate in the world around them.</p> <p>Parents are well informed of their child's progress and receive regular updates on the Religious Education curriculum.</p>				

### Quality of Provision for Religious Education

#### 5. How effective are teaching and learning?

	<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
	<b>1</b>			
<p>The standards achieved throughout the school in curriculum Religious Education are very high. Pupils make outstanding progress given that pupils enter the Foundation Stage with skills and knowledge below that expected for their age. Pupils in the Foundation Stage respond well to outstanding teaching and develop personal, social, language and emotional skills quickly. This is further developed and enhanced throughout the school and results in pupils' performance being outstanding in all the Key Stages. There are no unsatisfactory areas.</p> <p>Pupils with disabilities and learning difficulties make at least good progress with many making very good progress. There are no significant variations between groups of learners.</p> <p>Pupils enjoy their work in curriculum Religious Education and respond very well to the rich and varied curriculum provided by their teachers and teaching assistants. The pupils' behaviour is outstanding and shows an awareness and respect for each other and adult members of the school community.</p> <p>The curriculum impacts very positively on the pupils' spiritual, moral, cultural and social development making Blessed Robert Widmerpool School an exciting, enriching and vibrant place to learn.</p>				

**6. How well does the Religious Education curriculum meet the needs and interests of learners?**

	<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
	<b>1</b>			
<p>The Religious Educational curriculum meets the needs and interests of learners to an outstanding level. The building blocks for this begin on entry to the Foundation Stage. There is commitment to the development of skills and attitudes to respond to God's call to <i>"...walk kindly with each other in the footsteps of Jesus Christ..."</i> (Mission Statement). It continues throughout the school with highly effective teaching allowing pupils to develop their knowledge and understanding of scripture and the relationship between faith and life. By the end of Key Stage 2 pupils are able to think spiritually, theologically and morally about issues and understand that with knowledge comes commitment.</p> <p>The school as a whole is committed to using the development skills of literacy, ICT, art and music in Religious Education lessons. This results in an enriched curriculum that pupils respond to, and enjoy very much. The timetabling of Curriculum Religious Education, however, needs to be reviewed to ensure that there is a balance between the taught curriculum and class liturgy. Progression between year groups and Key Stages was an issue very successfully addressed by the school in its School Improvement Plan and is now very clear and well thought out.</p>				

## Leadership and Management

### 7. How effective are leadership and management in raising achievement and supporting all learners in Religious Education?

	<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
	<b>1</b>			
<p>The subject leadership team very successfully support and lead the staff. They are committed to raising achievement and work very effectively together, with a strong sense of educational mission. They collaborate well with the Governors who are both supportive and challenging. The morale of the staff is very high and there is a real sense of belonging to a team.</p> <p>The monitoring of curriculum Religious Education and pupil progress is incisive. Prompt action is taken as a result of rigorous evaluation and as a result all learners flourish. A very effective system of benchmarking, assessing, target setting and tracking of pupils has ensured that high standards are promoted. Religious Education and the faith development of learners is given high priority by the leadership team and staff.</p> <p>The subject is very effectively managed. High quality resources are available to teachers and pupils and very efficient use is made of them. The parish priest is a regular visitor in school and enthusiastically participates in lessons when asked. Use is made of resources both in the parish and wider community to ensure parents and pupils feel included in the school. Blessed Robert Widmerpool is an inclusive school and the leadership team and staff work hard to promote the belief that all are created in the image and likeness of God. This has been particularly evident in the way the school has welcomed pupils from other countries recently.</p> <p>Good links exist between parents, the parish and wider diocesan community. The recent celebration of the school's Golden Jubilee was an excellent opportunity to celebrate joyfully the milestone of the school's commitment to the Catholic community of Clifton.</p>				

### Common grading scale for all inspection judgements

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

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

<b>How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?</b>	<b>1</b>
<ul style="list-style-type: none"> <li>the overall effectiveness of the Catholic life of the school and its provision for community cohesion;</li> </ul>	1
<ul style="list-style-type: none"> <li>the overall effectiveness of the provision for the Catholic Religious Education curriculum, its main strengths and areas for development</li> </ul>	1
<ul style="list-style-type: none"> <li>the effectiveness of steps taken to promote improvement since the last inspection</li> </ul>	1
<ul style="list-style-type: none"> <li>the capacity to make further improvements</li> </ul>	1

### THE CATHOLIC LIFE OF THE SCHOOL

<b>How effective are leadership and management in developing the Catholic life of the school?</b>	<b>1</b>
<ul style="list-style-type: none"> <li>how well the governing body fulfils its role in relation to the school's Catholic foundation</li> </ul>	1
<ul style="list-style-type: none"> <li>how effectively leaders and managers at all levels set clear direction which promotes high quality care and education and leads to improvement</li> </ul>	1
<ul style="list-style-type: none"> <li>the quality of the leadership of the Headteacher and senior staff in leading and developing the Catholic life of the school</li> </ul>	1
<ul style="list-style-type: none"> <li>how effectively leadership at all levels in the school promotes learners' spiritual and moral development</li> </ul>	1
<ul style="list-style-type: none"> <li>the impact of the involvement of the local priests on the work of the school</li> </ul>	1
<ul style="list-style-type: none"> <li>how effectively the leadership promotes relationships and communication with key partners in education</li> </ul>	1
<ul style="list-style-type: none"> <li>how effectively the Catholic life of the school is monitored and evaluated</li> </ul>	2
<b>How good is the quality of Collective Worship?</b>	<b>1</b>
<ul style="list-style-type: none"> <li>the quality of the provision for prayer, Collective Worship and liturgical life of the school and its frequency</li> </ul>	1
<ul style="list-style-type: none"> <li>learners' response to the school's provision</li> </ul>	1
<ul style="list-style-type: none"> <li>how effectively the provision is planned, monitored and evaluated</li> </ul>	2
<ul style="list-style-type: none"> <li>how well the liturgical life, prayer and Collective Worship contributes to the spiritual and moral development of the learners</li> </ul>	1
<b>How effectively the school promotes Community Cohesion?</b>	<b>1</b>
<ul style="list-style-type: none"> <li>how effectively leadership at all levels promote community cohesion within the school</li> </ul>	1
<ul style="list-style-type: none"> <li>the efforts of the school to promote community cohesion with the wider Catholic faith and education communities</li> </ul>	1
<ul style="list-style-type: none"> <li>how well does the school work in partnership with the wider education, cultural and social communities</li> </ul>	1
<ul style="list-style-type: none"> <li>the inclusive nature of the provision for prayer, Collective Worship and the liturgical life of the school</li> </ul>	1
<ul style="list-style-type: none"> <li>how far the Religious Education curriculum promotes community cohesion</li> </ul>	1

*RELIGIOUS EDUCATION*

<b>How well do learners achieve in Religious Education?</b>	<b>1</b>
<ul style="list-style-type: none"> <li>• learners' success in achieving challenging targets including qualifications and learning goals, with trends over time and any significant variations between groups of learners</li> </ul>	1
<ul style="list-style-type: none"> <li>• the standards of learners' work</li> </ul>	1
<ul style="list-style-type: none"> <li>• learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners</li> </ul>	1
<ul style="list-style-type: none"> <li>• the extent to which learners enjoy their work</li> </ul>	1
<ul style="list-style-type: none"> <li>• the behaviour of learners</li> </ul>	1
<ul style="list-style-type: none"> <li>• learners' spiritual, moral, social and cultural development</li> </ul>	1
<ul style="list-style-type: none"> <li>• the extent to which learners' contribute positively to the school and broader community in the school</li> </ul>	1
<b>How effective are teaching and learning in Religious Education?</b>	<b>1</b>
<ul style="list-style-type: none"> <li>• how well teaching is used to meet learners' needs and curriculum requirements</li> </ul>	1
<ul style="list-style-type: none"> <li>• the suitability and rigour of assessment in planning, monitoring and informing learners' progress</li> </ul>	1
<ul style="list-style-type: none"> <li>• the diagnosis of, and provision for, additional learning needs</li> </ul>	1
<ul style="list-style-type: none"> <li>• the involvement of parents and carers in their children's learning and development</li> </ul>	1
<b>How well does the Religious Education curriculum meet the needs and interests of learners?</b>	<b>1</b>
<ul style="list-style-type: none"> <li>• the extent to which the Religious Education curriculum matches learners' aspirations and potential, building on prior attainment and experience</li> </ul>	1
<ul style="list-style-type: none"> <li>• how far the Religious Education curriculum meets external requirements and is responsive to local circumstances</li> </ul>	1
<ul style="list-style-type: none"> <li>• the extent to which the curriculum in Religious Education contributes to the spiritual and moral development of the learners</li> </ul>	1
<ul style="list-style-type: none"> <li>• the extent to which the Religious Education curriculum contributes to learners' enjoyment and achievement</li> </ul>	1
<b>How effective are leadership and management in raising achievement and supporting all learners in Religious Education?</b>	<b>1</b>
<ul style="list-style-type: none"> <li>• how effectively whole school and subject leadership in Religious Education lead and support their staff</li> </ul>	1
<ul style="list-style-type: none"> <li>• how effectively performance in Religious Education is monitored and improved through quality assurance and self-assessment</li> </ul>	1
<ul style="list-style-type: none"> <li>• how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential</li> </ul>	1
<ul style="list-style-type: none"> <li>• the adequacy and suitability of staff to ensure that learners are well taught</li> </ul>	1
<ul style="list-style-type: none"> <li>• the adequacy and suitability of specialist equipment, learning resources and accommodation</li> </ul>	1
<ul style="list-style-type: none"> <li>• how effectively and efficiently resources are deployed to achieve high standards</li> </ul>	1
<ul style="list-style-type: none"> <li>• The extent to which governors discharge their responsibilities</li> </ul>	1

