



## DIOCESAN CANONICAL INSPECTION REPORT

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

### St Philip Neri with St Bede's Catholic Voluntary Academy

Rosemary Street, Mansfield, Nottinghamshire, NG19 6AA

<b>School URN:</b>	122821
<b>Inspection Date:</b>	10 October 2017
<b>Inspectors:</b>	Mrs Patricia Hurd and Dr Ellis Field

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

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

**St Philip Neri with St Bede's Catholic Voluntary Academy is a good Catholic school.**

- St Philip Neri with St Bede's Catholic Voluntary Academy is a vibrant, joyful and caring community, where every child is valued and nurtured. The school is justifiably held in high esteem by the pupils, parents and the parish community. A number of parents travel further than they need to in order to send their children to St Philip Neri.
- The Catholic Life of the school is outstanding. The mission statement 'Christ at the Centre of our lives' is lived out in every aspect of school life. Pupils enjoy coming to school. All pupils, regardless of their faith backgrounds, value and feel part of the strong Catholic ethos which is the firm foundation upon which the life of the school is built. Under the strong leadership provided by the governing body, the headteacher and the deputy headteacher, the staff are excellent role models in the passion and enthusiasm they demonstrate in their care of pupils and their relationships with one another.
- The Collective Worship of the school is very good and some aspects are outstanding. All pupils enjoy and engage with the rich variety of worship and prayer life offered by the school. Pupils are beginning to take real ownership of Collective Worship within a given framework. They are now ready to be further developed so that they can confidently plan and lead Acts of Worship independently.
- Teaching and Learning in Religious Education is good and some is judged to be outstanding. Where it is securely good or outstanding, pupils remain fully engaged throughout the lesson. These lessons are planned around clear learning objectives and teachers have high expectations of what the pupils can achieve. Teachers develop pupils' understanding through skilfully questioning and developing pupils' responses. Time is used effectively throughout the whole lesson and as a result all pupils make good or better progress within the lesson. This good practice now needs to be embedded and consistently applied across the entire school.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Philip Neri is a larger than average size primary school. There are currently 501 pupils on roll.
- The parishes served by the school are St Philip Neri, Mansfield, Our Lady Help of Christians, Kirkby-in-Ashfield and St Joseph's the Worker, Sutton-in-Ashfield.
- St Philip Neri with St Bede Catholic Voluntary Academy is part of Aquinas Catholic Academy Trust. Within the Trust, there are five other schools: All Saints', St Patrick's, Holy Trinity, St Joseph's, Langwith Junction and St Joseph's, Ollerton.
- 81% of the pupils are baptised Catholics, 12% are from other Christian denominations, 2% are from faith backgrounds other than Christian and the remaining 5% have no religious affiliation.
- 10% of pupils have special educational needs and/or a disability (SEND) at 'school support stage', 0.2% (1 child) of whom have an education, health care plan (EHCP).
- 14% of pupils are eligible for the pupil premium.
- 44% of pupils have English as an additional language.

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

- Enhance the Catholic Life of the school by:
  - Ensuring 'A Journey in Love' for Relationships and Sex Education (RSE) is adopted throughout the school.
  - Further developing pupil ownership of the Catholic Life of the school by involving more of them and to a greater degree in systematically planning, monitoring and evaluating improvements.
- Collective Worship:
  - Further develop staff so that they are confident in training pupils to independently plan and lead Acts of Worship appropriate to the context and needs of the group.
- Improve the quality of learning in Religious Education by ensuring all staff:
  - Plan to clear, specific learning objectives set at an appropriate level of challenge for all groups of pupils.
  - Plan tasks that are designed to meet the specific learning needs of all groups of pupils.
  - Utilise time within lessons to ensure no learning time is lost or wasted on activities that do not develop pupils' learning.
  - Become skilled in questioning and developing pupils' responses to move their understanding to a higher level.
  - Ensure that the school's marking policy is consistently applied throughout the school and that all pupils regularly respond to written feedback by teachers.

## CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	1
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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**

- Pupils feel a strong sense of belonging. Pupils are proud of their school and keen to talk about its strong Catholic ethos. 'Everyone is made welcome.' 'It doesn't matter what religion you are.' 'We are like a family.' 'I always like coming to school.'
- Pupils value the visible signs of the Catholic Life of the school and their contribution to them. They point out displays they have contributed to and talk about the work that the displays are linked to.
- Pupils have a strong sense of vocation and recognise the need to use their gifts and talents for the good of the whole community. Following a visit from a seminarian, one pupil wrote to Bishop Patrick to ask about his vocation and the school community was delighted when he received a reply. The secondary school has commented upon the enthusiasm with which pupils from St Philip Neri offer their support to the liturgical and prayer life of the school.
- Pupils' behaviour is exemplary. They treat one another and visitors to the school with kindness and consideration. Despite the relatively high number on role, the school has a calm, friendly atmosphere and older pupils take their role as models for younger pupils very seriously.
- Pupils develop a strong sense of social justice. They enjoy fundraising for a number of charities including CAFOD. Pupils understand the links between the Catholic Life of the school and their actions. They are able to explain, for example, the link between their ECO work and Pope Francis' encyclical, 'Laudato Si.'
- Pupils enjoy participating in charitable fundraising and social events both within the school and in the parish. Monthly Sunday Masses in which pupils preparing to receive the sacraments play a leading role, are well attended. Pupils are proud to represent the school at diocesan events such as the closing of 'The Year of Mercy' at St Barnabas' Cathedral in Nottingham.

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

- The school's mission statement, 'We put Christ at the centre of our lives,' is displayed throughout the school and staff and pupils understand it to be the bedrock of the daily life of the school.
- All staff, regardless of their own faith background, are committed to the Catholic ethos and view it as a strength of the school.
- The strong sense of community is evident in the relationships between staff and pupils and in the welcome and care they show to visitors. There is a genuine sense of warmth, care and happiness throughout the school.
- Careful thought is given to addressing the needs of all pupils and in particular to the most vulnerable. Parents of pupils with SEND praise the level of care their children receive at the school. This level of care has had a profound effect on some of these families. One parent said, 'I have had my eyes opened by this nurturing environment and am now on a journey towards becoming a Catholic myself.'
- The strong Catholic ethos is visibly evident from the moment one enters the school. Prominent in the central communal area, for example, was a display celebrating the Rosary for the month of October. Religious displays are of a consistently high quality throughout the school. In every class the prayer corners display the correct liturgical colour for the season, appropriate artefacts, the 'big questions' linked to the 'Come and See' programme for Religious Education and the 'driver words'.
- Staff have attended Sr Dorothy's training for Relationships and Sex Education (RSE). The principles of this approach are embedded in the upper school and securely reflect Catholic teachings and principles. The school is now in the process of embedding the 'A Journey in Love' for Relationships and Sex Education (RSE) throughout the school.

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

- The commitment of the head and deputy headteacher and the governing body to ensuring the Catholic Life of the school remains a priority is outstanding. Driven by a strong personal faith, they are unwavering in ensuring that the Catholic principles on which the school is founded remain central to all decision making.
- Since taking on the role of subject leader for Religious Education, the deputy headteacher has lost no time in establishing robust systems to ensure that the monitoring of Catholic Life is systematically and effectively documented. The school is now moving towards making pupils an integral part of that process.
- Developing the Catholic Life of the school is always treated as a priority and this is reflected in the school's development plan.
- Governors hold the school to account for the Catholic Life of the school. The governor with responsibility for Religious Education and Catholic Life works alongside the parish priest to provide a healthy balance of support and challenge. 'We ensure it is brought up at every single meeting.'
- The school works hard to engage all its parents. The headteacher provides strong leadership in modelling good relationships with the parents who value the way in which he engages with them and every single pupil in the school.
- Leaders in the school ensure that its commitment to Catholic Life is reflected in its provision for the professional development of the staff. They attend training opportunities offered by the diocese and the Primary Adviser for Religious Education has provided in-house staff training. New teachers are enrolled on the 'New to Catholic Schools' training as part of their induction.

## 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**

- The quality of Collective Worship is good. In the Acts of Worship observed during the inspection, the vast majority of pupils responded in a reverent way, showing an enthusiasm for prayer and liturgy.
- In Collective Worship, pupils join in confidently with traditional prayers and responses. They sing with a genuine sense of joy.
- Pupils fully embrace the opportunities for prayer in school, including those beyond class and whole school Acts of Worship. Many pupils, for example, took up the invitation to pray the Rosary at breaktime throughout the month of October.
- Acts of Worship are fully inclusive, all pupils, including pupils from other faith backgrounds enjoy and contribute to them. Pupils and staff join in with sign language when singing hymns.
- The pupil chaplaincy team is growing in its ability to plan and lead worship and this is already having a very positive effect on pupils' spiritual and moral development.
- Throughout the school, pupils are becoming more adept at leading class and whole school Acts of Worship. The school recognises the need to take this a step further by ensuring all staff have the confidence to develop pupils so that Acts of Worship are genuinely pupil-led rather than pupil presented.

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

- Collective Worship and prayer play a major role in the life of the school and is at the heart of every school celebration. Pupils, staff and parents speak very positively about their experiences at Mass and other forms of Collective Worship both within the school day and celebrations that take place in the parish.
- High quality resources for Collective Worship include 'Let us Pray' materials, Collective Worship boxes and 'John Burland' musical resources. These resources add to the level of enthusiasm and depth of the response by the pupils to Acts of Worship.
- Key stage and whole school Acts of Worship have a clear theme which enables pupils to make clear links between Gospel values and their own lives. After hearing the parable of the 'Good Samaritan', for example, young pupils were able to talk about the need to invite children they see on their own at playtime to join in their games.
- The quality of Class Worship is not as consistently strong and this is because not all staff are confident in their role of developing pupil skills to plan and lead Acts of Worship.
- The day is punctuated by a rich variety of prayer and worship opportunities and these are valued by staff and pupils.
- The introduction of new prayer areas has enabled many pupils to make prayer and worship a special part of their day. They value the opportunities created by the flexible use of classroom areas and make the most of the prayerful moments created.

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

- The headteacher and deputy headteacher, along with other key staff have a strong understanding of what constitutes good Collective Worship for this age group. They provide strong role models for pupils and staff.
- A good understanding of the Church's liturgical calendar and the Church's mission was evidenced from the well documented photographic books and displays seen on the day.
- Training in Collective Worship has been a feature of CPD in the school and, under the direction of the deputy headteacher, this is now being approached more systematically to ensure it meets the needs of all the staff.
- The headteacher and deputy headteacher regularly lead Acts of Worship. Other members of staff are also involved in leading Collective Worship and they undertake this role with great enthusiasm.
- Pupils are involved to a degree in the monitoring and evaluation of Collective Worship; this is, however, an area for further development.
- Governors hold the school to account for the quality of Collective Worship. They regularly attend school Mass and other Acts of Worship and report back their findings to the full governing body.

## 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 demonstrate good levels of concentration and commitment to their learning. They have very positive attitudes and speak enthusiastically about their learning in Religious Education.
- Pupils make good progress over time and achieve standards that are in line with diocesan standards because teaching is good overall and in some instances, outstanding. Pockets of weaker teaching and learning were also observed. However, the head teacher and deputy head teacher are aware of this and support is being put in place.
- Where outstanding teaching was seen, teachers had very clear learning objectives, used questioning well to probe pupils' knowledge and encouraged pupils in their use of specific vocabulary.
- Some teachers have good subject knowledge of scripture and use this to help pupils to increase their levels of religious literacy. In a Year 6 class, for example, the teacher extended pupils' responses to include specific vocabulary.
- Feedback to pupils is generally good and in line with the school's marking policy. However, book sampling identified some inconsistencies in marking and this is an area that needs to be addressed.
- Creative promotion of the school mission statement during curriculum provision, (evidenced in Year 6 classes) embeds the strong Catholic ethos and enriches the positive relationships which surround everybody in school.

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

- In all classes, it was clearly evident that teachers understand the value of Religious Education and understand its place in the school as a core subject.
- In some classes, the teaching of Religious Education is good or outstanding. There is a good pace to these lessons and teachers use assessment for learning effectively to move pupils' learning on at a good rate within the lesson.
- Where teaching was judged to be strong, tasks were well differentiated by teachers to meet the learning needs of all pupils.
- Where teaching and learning of Religious Education was not judged to be as strong, teacher talk was dominant, questioning was often closed and opportunities to further pupils' understanding through developing their responses were missed.
- Pupils' work reflected the quality of teaching and learning observed. Where the teaching and learning was judged to be good or outstanding, pupils produced a high standard of written work and there was evidence of a good rate of progress. Where the teaching and learning was not judged to be strong, there was an overreliance on worksheets and colouring and drawing activities that had very little impact on improving pupils' learning in Religious Education.
- The headteacher and deputy headteacher have an accurate view of the quality of teaching and learning throughout the school. They hold regular pupil progress meetings with the class teacher to discuss pupil progress in Religious Education in detail so that pupils who are falling behind are quickly identified and possible strategies to help them make better progress are discussed with the teacher.

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

- The school fulfils its obligation to devote at least 10% of curriculum time to Religious Education.
- The deputy headteacher, who is also the subject leader for Religious Education, and the headteacher are fully committed to providing high quality Religious Education. They are skilled practitioners who have high aspirations for all pupils.
- The monitoring and evaluation of Religious Education is outstanding. Since taking on the role of subject leader for Religious Education, the deputy headteacher, supported by the headteacher, has established exemplary systems for monitoring, evaluating and documenting standards in Religious Education. As a consequence, they have an accurate picture of the school's strengths and areas for development.
- The skilful action planning and review by deputy headteacher and headteacher is resulting in rapid improvements in the teaching of Religious Education.
- Governors are well informed. They visit the school often and are keen to challenge and hold leaders to account. They are very supportive of the school but are also confident and questioning in their approach.
- The 'Come and See' programme forms the basis of the Religious Education curriculum and is further enriched by a positive experience of faith in the wider Church and local community. Pupils and their families regularly attend school led Sunday Masses in the parish and participate in the local events such as the Remembrance Service. Pupils also deepen their respect and understanding of other faiths through multi-faith week, and hearing visitors from other faiths.



## SCHOOL DETAILS

<b>School Name</b>	St Philip Neri with St Bede's Catholic Voluntary Academy
<b>Unique Reference Number</b>	122821
<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 3 Acts of Collective Worship.

Meetings were held with the headteacher, the deputy headteacher, who is also the subject leader for Religious Education, three 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 information and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mr Richard Gray
<b>Headteacher:</b>	Mr William Lewis
<b>Date of Previous School Inspection:</b>	02 November 2012
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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.

In addition to the information above, if any one aspect of the evaluation schedule is found to 'require improvement', the school will receive a monitoring visit within one year of the publication of the report.