



## DIOCESAN CANONICAL INSPECTION REPORT

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

### St Margaret Clitherow Catholic Voluntary Academy

Mildenhall Crescent, Bestwood Park, Nottingham, NG5 5RS

<b>School URN:</b>	138814
<b>Inspection Date:</b>	29 January 2018
<b>Inspectors:</b>	Mrs Fionuala Boucher and Mr Greg Hughes

<b>Overall Effectiveness</b>	Previous Inspection:	Outstanding	1
	<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>		Outstanding	1

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

**St Margaret Clitherow Catholic Voluntary Academy is an outstanding Catholic school.**

- St Margaret Clitherow Catholic Voluntary Academy is a special place to learn and work. Members of the school community have an unwavering bond to each other and the school, bringing together a strong Catholic ethos and commitment to 'love one another as I have loved you'. Children are articulate, keen to share positive perspectives on their school and extremely kind to those around them. Parents are highly supportive of the school.
- Catholic Life of St Margaret Clitherow is outstanding and a clear strength of the school. Pupils' behaviour is exemplary at all times, reflecting the pride and happiness held and shared within the school community. The environment also reflects the strong Catholic identity of the school where Gospel values are treasured.
- Collective Worship at St Margaret Clitherow is outstanding. Pupils sing joyously and participate whole-heartedly during whole school and class-based worship. Older pupils in the chaplaincy team enjoys supporting, modelling and facilitating prayerful times with younger members of the school; the next developmental step is to more widely embed pupil-led liturgy across the school. Quiet times for reflection are held frequently in classrooms; the mood and atmosphere within the school stimulates thoughtful responses from all.
- Religious Education at St Margaret Clitherow is outstanding. Pupils have impressive religious literacy skills and have systematically developed their knowledge and understanding from their earliest years. Religious Education has an undoubted high profile within the school. Marking and the presentation of work now needs to be consistently high across the school, with an emphasis on writing at length.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Margaret Clitherow Catholic Voluntary Academy is a one-form entry primary school within the Pax Christi Catholic Academy Trust.
- The school serves the parishes of The Infant of Prague and The Good Shepherd, Nottingham.
- There are 228 pupils currently on roll. Of these, 77% are baptized Catholics, 16% are from other Christian denominations and 1% has another faith background. 6% of pupils have no religious affiliation.
- Between 64% and 86% of pupils belong to a minority ethnic group; between 66% and 90% of pupils speak English as an additional language.
- 10% of pupils at the school are known to be eligible for Pupil Premium funding, which supports those who are disadvantaged through: being or having been in care; qualifying or having qualified for free school meals; having a parent who works or has worked in the Armed Forces.
- The proportion of pupils who have additional or special educational needs or disabilities (SEND) is average at 12%. Of these, a lower than average number have been granted an Education Health and Care Plan (EHCP).

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

- Increase the involvement and ownership of pupils in Collective Worship by:
  - further embedding and developing pupil-led liturgy across the school, in addition to the work being carried out by the pupil chaplains
  - ensuring that all pupils have greater opportunities from the youngest ages, year by year, to develop the skills to plan and lead high quality whole school and key-stage worship
- Improve the quality of teaching and learning in Religious Education by:
  - ensuring that teachers' expectations about presentation of pupils' work in books are consistently high across the school
  - improving the marking of pupils' work so that this matches the best examples in the school
  - extending pupils' ability to write at length in Religious Education according to age-related expectations

## 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 at St Margaret Clitherow play a central role in the Catholic Life of the school. They are proud of their diverse community and are keen to ensure that everyone feels valued and has a sense of belonging.
- Pupils respect the Catholic tradition of the school. The mission statement is constantly revisited and explored by the pupils. ‘Love one another as I have loved you’ is a clear and inspiring ‘golden rule’ that is at the heart of the school’s ethos.
- Pupils take full advantage of the personal support and development opportunities afforded them by a dedicated staff. They understand the difference between right and wrong and firmly articulate that the Catholic Life of the school ‘helps to make them a better person’.
- Pupils’ behaviour is exemplary. They are respectful of each other and recognize that all are equal in the eyes of God. Pupils speak with a faith-filled knowledge and confidence; equally they listen intently in meetings and discussions. Pupils are proud of their school and are keen to promote the Catholic ethos.
- Pupils have fully embraced the ‘Day of the Eucharist’ focus times. They understand the need to support charities which, in turn, support those who are vulnerable. Pupils raise money for Emmanuel House, Nottingham’s local homeless charity, as well as supporting the Haiti Hurricane disaster, Children in Need and Sport Relief. From this work, pupils are able to discern their own unique vocation in life.

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

- There is a tangible state of community at St Margaret Clitherow. On entry to the school, the Catholic ethos is clearly presented through high quality displays. The celebration of faith continues throughout the building. Classroom learning environments promote Catholic Life: they are bright, inviting and reflective.
- The school motto, to 'love one another' is evident throughout the school and in communal areas. St Margaret Clitherow is celebrated as the school Saint. Religious artefacts and symbols are thoughtfully distributed throughout the building.
- Relationships and Sex Education (RSE), Personal, Social, Health and Emotional development (PSHE) and pastoral care complement and support Catholic teachings and principles. RSE is carefully planned and its contents shared with parents on the school website. 'Journey in love' is taught throughout the school giving a moral and firm foundation to pupil development.
- The school has a clear sense of community and pastoral care. Cultural diversity is celebrated and there is a real sense of integration and togetherness. The school provides a home/school support worker to ensure vulnerable families engage with the education and well-being of their children.
- Staff commitment to Catholic Life is strong, with links with the two parish churches of the Infant of Prague and The Good Shepherd, Nottingham. They support the catechesis programmes and their excellent subject knowledge means that provision is outstanding.

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

- The headteacher, Religious Education subject leader and the whole staff are deeply committed and effective in their promotion of Catholic Life. Clear systems of monitoring have enabled the new governors to quickly be part of the continued drive for excellence.
- Catholic Life permeates the building. Staff lead by example and all stakeholders are committed to the mission of the school. New pupils are welcomed into the school community and an effective buddy system ensures quick integration and belonging.
- Clear and systematic monitoring and evaluation processes are in place. The Religious Education subject leader and headteacher undertake regular learning walks and evaluate current practice. There is a critical eye on outcomes and a keen self-assessment leading to continued improvement.
- The school behaviour policy promotes reconciliation, forgiveness and Gospel values. This is lived out within the school day by staff and pupils.
- Governors receive training and timely updates to ensure they are in a position to be critical friends to the teaching staff. They are able to question practice and ensure that the school's mission is celebrated.

## 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**

- All pupils show engagement during Acts of Worship. There is a real sense of spirituality and reverence. Pupils are respectful of themes discussed and able to engage in conversation and participate with thoughtful responses. They are interested and show a sense of awe and wonder in their focus.
- The chaplaincy team plays an important part in Collective Worship. They are able to guide and facilitate during key stage liturgies; they audit collective worship boxes and monitor prayer areas. They are excellent role models and carefully trained for their position by the previous chaplaincy team.
- Pupils appreciate the 'time to reflect.' Relationships are strong and different year groups are comfortable sitting and praying together. Prayerful silence and reverence is observed during class and hall Collective Worship. There is a mixture of traditional and spontaneous prayer as well as the use of ritual.
- Pupils participate with joyful singing. They are encouraged to be lead musicians in celebrations and are happy to offer their services.
- Pupil led liturgies are evident in class groupings. There is scope to provide greater opportunity for them to take ownership, however, particularly in key stage and whole school worship times.
- Pupils' knowledge of scripture and the liturgical year is excellent and they are in a strong position to have more input and address this area effectively.

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

- Collective Worship has a high profile in the life of the school. A prayerful environment is ensured by the use of thought-provoking focus displays and meditative music. As a result, pupils are exposed to a deeply spiritual experience.
- Collective Worship is regularly timetabled in both key stages. The Gather, Word, Response, Mission sequence is followed closely, providing continuity and focus to each liturgy. The school is well resourced and children are supported by children's Bibles, prayer bags, candles, liturgical coloured drapes and prayer cards.
- The themes chosen for Collective Worship match the liturgical seasons and mission. As a result, pupils have a clear understanding of the Church's year and the specific traditions associated with key celebrations.
- Staff are highly skilled in supporting pupils to plan and lead worship; they have extensive knowledge of the various forms of worship which can be incorporated into a meaningful experience. Increased pupil ownership and involvement in the content of larger key stage and whole school worship as a matter of course is a development point to work on in the future.
- The parish priest is a frequent visitor to the school and celebrates Mass regularly in school. Provision extends into the weekend with a strong church community supported by staff, creating and sustaining clear home school parish links.

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

- Collective Worship is central to the life of the school week and promoted by all staff. Prayer is timetabled throughout each day. Opportunities for reflection and meditation are promoted. The staff team share the responsibility for preparing this worship time. They are observant and reflective of their practice and eager to create a spiritual and reflective experience for the pupils.
- Displays provide a visual, creative reminder of the Church's year and the school's active participation in Collective Worship. These are critically reviewed and renewed on a regular basis.
- The themes chosen for Collective Worship are linked to the Church's liturgical season and mission. The chaplaincy team play an integral part in supporting staff input. They are skilled in facilitating discussion and instill a reverence in the peers in their charge.
- Parents and visitors are supportive and regular visitors to Collective Worship. They are overwhelmingly impressed by the school's provision. 'The prayerful atmosphere created by the staff and students was terrific!' typifies feedback.
- Monitoring and evaluation of Collective Worship is given a high priority. Albums and files are carefully documented and action plans are accurate and acted upon. There is a wealth of evidence in photos and recorded experiences, illustrating some accurate self-evaluation.
- The subject leader leads by example and attends diocesan training. She drives Collective Worship with enthusiasm and is able to support staff with their preparation and delivery of quality provision.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	1
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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 – outstanding**

- Pupils achieve highly and thoroughly enjoy their lessons in Religious Education. They respond keenly and with passion in lessons, volunteering thoughtful and considered responses. Pupils are religiously literate, clearly articulating their understanding and knowledge.
- Pupils are immersed in their learning. Structured play opportunities enable the youngest children to demonstrate their knowledge: for example, when role-playing the part of Simeon at the presentation of Our Lord at the temple, one pupil said, 'I have seen baby Jesus and now I have a happy smile'.
- There is no lost learning time in lessons. Pupils are engaged in all aspects of lessons - written work, paired discussion and whole class teaching; behaviour for learning is outstanding.
- Pupils are clear about their targets and what they need to do to improve their work. They are ambitious to do well: one pupil said, 'I am mainly a level two, but I'm aiming for a three!' Pupils can explain the many ways in which they feel teachers support their learning – such as the use of prompt cards and interactive displays on learning walls.
- Pupils are able to make connections as they talk and work, integrating their learning into their lives. Extending pieces of writing in Religious Education would give even greater opportunity to further demonstrate the skills being amassed.
- Standards of attainment across the school, and for significant groups, are generally in line with expectations: any variations for individual cohorts are clearly understood and addressed.

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

- Teaching is never less than good within the school; half of lessons reflect outstanding practice.
- Teachers have a high level of confidence in their work; they utilise a wide range of strategies to engage and support learners, using time effectively. They have a clear understanding and appreciation of the value of Religious Education, which they communicate strongly to pupils.
- Marking and constructive feedback are performed regularly. Time now needs to be spent in ensuring that the quality of marking across all classes is consistently effective and moves pupils forward in their learning.
- Teachers differentiate tasks well in order to meet the needs of pupils. The corporate approach of using ‘good, super, phenomenal’ tasks supports the agreed assessment system. By enabling pupils to write at greater length in Religious Education lessons, and ensuring that the presentation of work in all classes is of the highest quality, outcomes in this area will be further enhanced. The best practitioners in the school are well placed to support this area for development.
- In the best lessons, teachers are astute in skilfully questioning pupils and drawing learning from their responses. Lessons are pacy, with quick-fire activities used extremely well to focus learners and keep them engaged in activities.
- Celebration of pupils’ work and successes is high priority in the teaching and learning systems at St Margaret Clitherow. Staff positively impact on children’s self-esteem and confidence when working; teaching assistants are highly effective and they significantly enhance provision; numerous display boards remind and reinforce to pupils that they, their work and their efforts are valued and worthy.

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

- Leaders and managers at all levels promote, monitor and evaluate the provision for Religious Education rigorously. They work strategically; keen to ensure that systems reflect best practice.
- Leadership of Religious Education is informed by a high level of expertise. Support for new, less experienced and/or temporary staff is prioritised, leading to whole-hearted commitment of all to this important subject.
- Leaders and managers keep a firm eye on the needs of all pupils. Alongside the internal monitoring by the senior leadership team, further monitoring takes place by the linked governor who carries out learning walks, scrutiny of workbooks and consideration of displays. The findings are fed back to the full governing body, ensuring that governors are clear and well informed about the progress and achievement of pupils and standards in Religious Education across the school.
- The Religious Education curriculum is thoughtfully planned, fully meeting the requirements of the Bishops’ Conference. Spending for Religious Education is significant, highlighting its priority within the life of the school.
- Relationships and Sex Education (RSE) is thoughtfully prepared using suitable materials for the various age groups: this area is being further developed by leaders and managers, who make full use of advice from the Diocesan adviser and attend relevant training not only for RSE but for other aspects of best practice in Religious Education.
- Links with the wider community, including very strong links with the parishes, are treasured. This enriches pupils’ experiences, promoting both learning and engagement in Religious Education.



## SCHOOL DETAILS

<b>School Name</b>	St Margaret Clitherow Catholic Voluntary Academy
<b>Unique Reference Number</b>	138814
<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 **8** Religious Education lessons and **2** Acts of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, the chair of 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>	Mrs Julie O'Boyle
<b>Headteacher:</b>	Miss Christine Reilly
<b>Date of Previous School Inspection:</b>	15 January 2013
<b>Telephone Number:</b>	0115 915 0296
<b>Email Address:</b>	headteacher@st-margaretclitherow.nottingham.sch.uk

## 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.