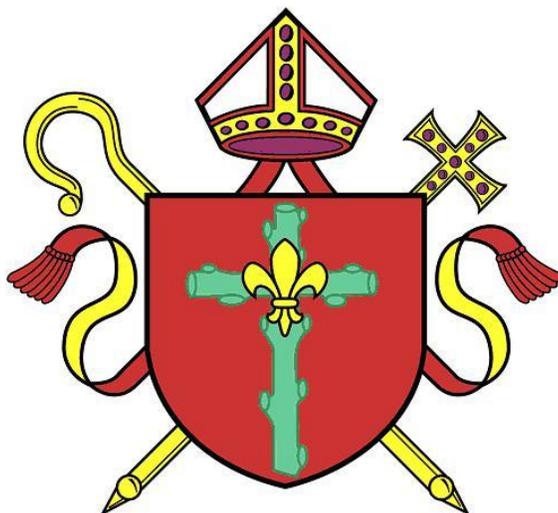


DIOCESE OF NOTTINGHAM INSPECTION SERVICE



SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

Saint Margaret Clitherow Catholic Primary and Nursery Voluntary Academy
Mildenhall Crescent
Bestwood Park
Nottingham
NG5 5RS

15 and 16 January 2013
(Spring Term 2013)

URN: 138814

SECTION 48 DENOMINATIONAL INSPECTION REPORT

School:	Saint Margaret Clitherow Catholic Primary and Nursery Voluntary Academy
Headteacher:	Miss Christine Reilly
Chair of Governors:	Mrs Julie O'Boyle
Date of Inspection:	15 and 16 January 2013
Inspection Team:	Mrs Anne Recchia
URN:	138814
Overall Grade Awarded:	1

Description of the school

St Margaret Clitherow Academy is slightly smaller than the average primary school. It converted to academy status on 1 October 2012 as part of the Pax Christi Catholic Academy Trust. The school is part of a Multi-Academy Trust made up of four primary academies and one secondary academy. The school serves the parishes of The Infant of Prague, Bestwood Park and The Good Shepherd, Woodthorpe. 61% of pupils on roll are baptised Catholics, 23% are from other Christian denominations, 3% from other faiths and 13% have no religious affiliation. Although most pupils are White British, the proportions of those from minority ethnic groups and of those who speak English as an additional language are both above average. The proportion of pupils known to be eligible for the Pupil Premium, which provides additional funding for children in Local Authority care, those known to be eligible for Free School Meals and those with a parent in the Armed Services, is below average. The proportion of pupils supported through school action is above average, while the proportions supported through school action plus, or who have a statement of special educational needs, are average.

Common grading scale for all inspection judgements	
Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness

Saint Margaret Clitherow Primary and Nursery Catholic Voluntary Academy is an outstanding school with its Catholic mission at the heart of everything it does. Pupils achieve standards in Religious Education which are at least in line with national expectations with many exceeding these by the end of Key Stage 2. Pupils' progress is outstanding and has been sustained over a period of time despite the low starting point. Pupils and staff are well motivated to succeed and challenge themselves and others to reach for demanding targets. Relationships in the school are very strong and supportive. The headteacher and senior leadership team are highly motivated, share a common vision and promote the work of this Catholic school to an outstanding level. They monitor and evaluate provision and outcomes for pupils very effectively in order to plan for improvements and ensure that pupils' moral, spiritual, academic and social knowledge and understanding are well developed. The governing body is well organised and supportive of the school. It holds the school to account well and acts as a good critical friend. Community cohesion is outstanding and links with the local faith and cultural communities are strong. The school responds well to the needs of the families it serves. The quality of teaching is at least good with much being outstanding. The curriculum is well planned and meets the needs of all pupils, playing an important role in the spiritual and moral development of the pupils. Assessment procedures are well developed and impact positively on planning, progress and attainment in Religious Education. The provision of Collective Worship is outstanding. Pupils' skills in planning and leading worship are well developed from an early age.

Overall effectiveness	Grade: 1
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What does the school need to do to improve further?

- The governing body now needs to further develop more robust, formal systems for monitoring and evaluating the Catholic life of the school so that these are similar to those used for the monitoring and evaluation of standards in Religious Education.

The school's capacity for sustained improvement

The school has been very successful in improving outcomes for pupils since the last inspection. It has developed high quality self evaluation systems to identify appropriate priorities for Catholic life and Religious Education to consolidate success and secure further improvement. The headteacher and senior leadership team have an ambitious vision for the Catholic dimension of the school which they are able to share. The staff as a whole has the capacity and enthusiasm to work towards this ambition and to raise standards in Religious Education further for all pupils; as a consequence, the academy has an outstanding capacity to improve further.

The school's capacity for sustained improvement	Grade: 1
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PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

Pupils make rapid progress in the Foundation Stage given the low starting point on entry, quickly acquiring skills and knowledge to recognise religious artefacts and stories. By the end of the Foundation Stage, most pupils have reached expected levels appropriate to their age with a small proportion exceeding these, despite a significant number of the pupils learning English as an additional language. In Key Stage 1, pupils continue to make rapid progress as a result of good and outstanding teaching. By the end of this Key Stage, the majority of pupils reach age appropriate levels in Religious Education with a significant proportion exceeding these. Expectations remain high throughout Key Stage 2 and as a result, pupils continue to progress at a brisk pace. By the end of Key Stage 2, the majority of pupils are achieving levels at least in line with national expectations with a considerable number attaining above age appropriate levels. The standard of work is consistently high in the pupils' books, which are well presented and show excellent progression and development. Pupils with additional learning needs and/or disabilities make at least as good progress as their peers due to well-targeted support and teaching. The level of challenge for all pupils is appropriate to their age and ability and ensures that pupils make outstanding progress and that they know how to improve their work in Religious Education further. They work well cooperatively and independently and their enjoyment in their learning is obvious in their interest, enthusiasm and engagement in Religious Education lessons.

Pupils are proud to belong to Saint Margaret Clitherow Academy and are aware of and take an active role in forming its distinctive Catholic ethos. Through the school council, house groups and regular questionnaires, they are able to take full advantage of opportunities the school provides to express their views and opinions. The recent establishment of the 'Little Light' group is having a positive impact on the prayer life of the academy. One child from the group said that they see their role as, 'helping to open the door of faith, opening the door to God'. Pupils develop strong friendship bonds across age, gender and cultural boundaries. They treat others both in and beyond the Academy community with high levels of respect; as a consequence incidences of bullying and racial harassment are rare. They acknowledge the good work of their teachers and support staff and are aware that Religious Education lessons have an impact on their moral, spiritual and social development.

Pupils respond to and actively participate in the school's Collective Worship to an outstanding level. They act with reverence and are keen to participate in all forms of worship and prayer. They sing joyfully, reflect in silence and join in community prayer with enthusiasm and confidence. From an early age, they are acquiring the skills to plan and lead worship developing an ease and confidence in the use of scripture, religious artefacts, symbols, liturgical music and prayer as they progress through the academy. The 'Little Light' group is developing its chaplaincy skills through careful direction and support from staff contributing very effectively to the prayer and worship in the school. Collective Worship contributes very effectively to the spiritual and moral development of the pupils.

How good outcomes are for pupils, taking account of variations between different groups

Grade: 1

LEADERS AND MANAGERS

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils

Leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils to an outstanding level. The headteacher and leadership team are deeply committed to the Catholic mission of the academy and demonstrate this through the provision of a well balanced curriculum having the spiritual and moral development of pupils at its heart. They are particularly conscious of the community which the school serves, welcoming and engaging with different ethnic and cultural groups and ensuring that pupils are well integrated and that the diverse nature of the school population is celebrated. Leaders and managers perform a range of monitoring and evaluation activities that inform planning; as a consequence they have a clear picture of the strengths and areas for development and set realistic targets and time frames to develop the school further. They tackle areas for development systematically, building on areas of strength; as a result the continual professional development of staff has been well targeted leading to more focused teaching and learning and rising standards in Religious Education. Since the last inspection, there have been some staff changes that have been managed well and which have resulted in an ambitious and enthusiastic workforce with a range of skills and experience. There is an openness to share expertise and good practice that is driving through initiatives, raising standards and contributing very effectively to the Catholic life of the school.

Saint Margaret Clitherow Academy is an inclusive community where pupils and staff work harmoniously for the common good. Relationships are very positive between staff and pupils where respect, concern and mutual understanding figure highly within this diverse community. Parents are very supportive of the school and feel well informed of their child's progress through a variety of frequent communications. Their views are regularly sought and the headteacher and staff are very accessible when issues need to be addressed quickly. Parish links are strong; the Parish Priest is a regular visitor which has a positive impact on the quality of Collective Worship and prayer in the academy. The school plays a leading role in preparation for the sacraments of Reconciliation and the Eucharist. Care however, should be taken to ensure that pupils are given their full entitlement to the curriculum and that sacramental preparation does not take place during 'curriculum time'.

Leaders and managers work well with the Catholic family of schools that form the Multi - Academy Trust, sharing expertise and training. Transition of pupils to secondary education is well managed as a result of this close liaison. The leadership team and staff facilitate pupils' involvement in service to the local community served by the school and further afield. The academy has developed links with a school in Nongoma, South Africa, which has allowed pupils to understand and communicate with children from very different backgrounds. They are working towards the International School Award.

Governors fulfil their statutory and canonical responsibilities to a good standard. They are well organised, knowledgeable and supportive of the school and have a good range of skills to help shape its direction. They have good systems for monitoring and evaluating the curriculum and standards in Religious Education and are able to ask

searching questions, holding the school to account. The monitoring and evaluation of the Catholic life of the school is less robust and relies more heavily on informal evaluation and reporting – this is an area for further development. They do, however, regularly review the Mission Statement and make decisions within its framework, thus supporting the Catholic ethos of the school.

How effective leaders and managers are in developing the Catholic life of the school	Grade: 1
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PROVISION How effective the provision is in promoting Catholic Education

The standard of teaching at Saint Margaret Clitherow is at least good with a large proportion being outstanding especially in Key Stage 2. The well-qualified and enthusiastic teaching staff use their good subject knowledge to inspire and challenge pupils thus contributing to their outstanding attainment and progress in Religious Education. The majority of teaching is well planned, ensuring that pupils are engaged and interested in their learning. Effective use is made of time. Teachers generally have high expectations of their pupils. Where the quality of teaching is outstanding, teachers and other adults are very well aware of pupils’ capabilities, their prior learning and understanding - they tailor activities that build on these and challenge each pupil. In these classes, assessment is an on-going partnership with the pupils where they are fully involved in evaluating their own work and actively seek ways of improving it from their teachers. Pupils’ involvement in their own assessment generally, has developed well since the last inspection.

Good use is made of teaching assistants and other adults in the classroom to support learning effectively, especially pupils with learning difficulties and those whose first language is not English. Marking and dialogue between teachers and pupils is used consistently and effectively to inform pupils of their progress and attainment in Religious Education. Pupils are highly motivated to do their best, sustain their concentration throughout the lesson and develop independence in their learning. Assessment strategies have been improved and refined over a number of years and now provide an accurate and up to date picture of the progress and attainment of all pupils. Information gained from assessment effectively informs teachers’ planning and is used to promote improvement and sustain high levels of progress in Religious Education throughout the academy.

The curriculum is well planned and effective in engaging pupils’ interest and concentration. The introduction of the new ‘Come and See’ Religious Education programme has been well planned and adapted to meet the needs and learning styles of all pupils. Teachers are skilled in delivering it in a creative and effective way that motivates the pupils to learn. Appropriate use is made of information technology and other cross-curricular links to inspire and interest the pupils. The school provides opportunities to enrich the curriculum with dedicated days, visits and visitors to the school. The ‘Harvest Experience’ for example, allowed pupils to experience working with adults from another church and in a new environment.

The school meets the spiritual needs of pupils very effectively through Acts of Collective Worship. The recent focus on the Year of Faith shows an understanding of the Church's mission and the pupils' response is heartfelt.

Acts of Collective Worship are well planned and are a key part of every school celebration. They link closely to the liturgical year and the work undertaken in Religious Education lessons. Pupils are encouraged from a very early age to take part in the planning and leading of worship; in this way, their liturgical formation is well planned in its progression and appropriate to their needs and faith backgrounds. Acts of Collective Worship are monitored and evaluated regularly by the headteacher and staff ensuring that this aspect of the academy is continually reviewed and developed. Appropriate prayer styles and methods are used to engage the pupils and encourage active participation. Pupils with different religious beliefs are encouraged to share their faith with their peers. The school assists and supports these pupils in their own prayer rituals. Opportunities for parents and parishioners to share liturgical celebrations are frequent.

How effective the provision is in promoting Catholic education	Grade: 1
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Inspection Judgements Summary

Overall effectiveness – How effective the school is in providing Catholic education.	1
How good outcomes are for pupils, taking particular account of variations between different groups.	1
How effective leaders and managers are in developing the Catholic life of the school.	1
How effective the provision is in promoting Catholic education.	1
How good OUTCOMES are for pupils, taking particular account of variations between different groups.	1
How well pupils progress and enjoy their learning in Religious Education.	1
Taking into account:	
<i>pupils' standards of attainment in Religious Education;</i>	1
<i>the quality of pupils' learning and their progress;</i>	1
<i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>	1
The extent to which pupils contribute to and benefit from the Catholic life of the school.	1
How well pupils respond to and participate in the school's Collective Worship.	1
How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.	1
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils.	1
How effectively leaders and managers promote community cohesion.	1
How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	2
How effective the PROVISION is in promoting Catholic education.	1
The quality of teaching and how purposeful learning is in Religious Education.	1
The effectiveness of assessment and academic guidance in Religious Education.	1
The extent to which the Religious Education curriculum meets pupils' needs.	1
The quality of Collective Worship provided by the school.	1