



## DIOCESAN CANONICAL INSPECTION REPORT

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

# St Norbert's Catholic Voluntary Academy

Fieldside, Crowle, North Lincolnshire, DN17 4HL

<b>School URN:</b>	138827
<b>Inspection Date:</b>	02 July 2015
<b>Inspectors:</b>	Mrs Jean Connor and Mr Gregory 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 Norbert's Catholic Voluntary Academy is an outstanding Catholic school.

- This outstanding school is dedicated to ensuring high standards in Religious Education, Collective Worship and Catholic Life at all times and this is generated by the passionate leadership of the school and the collegiate approach of all staff and governors, with the support of enthusiastic parishioners and appreciative parents. The Religious Education programme is immersed into the whole school curriculum and a holistic approach to education is evident across the school, enriching the possibilities for pupils to become 'model citizens'.
- All pupils are welcoming and proud of the work they undertook to form their school's mission statement 'to live, love and learn in the footprints of Jesus'. The exemplary behaviour of pupils and the tangible sense of community are evident throughout the school.
- Collective Worship is central to all aspects of school life and the impact it has on the way pupils behave is affirmed by parents and members of the school community. Pupils are confident leaders of Collective Worship and actively involved, along with staff, governors and the diocesan Religious Education Adviser, in monitoring and evaluating the quality of its provision. It is evident that evaluation is acted upon.
- The standards in Religious Education are consistently high and well above diocesan expectations. Confident staff deliver effective lessons that engage pupils, with levels of support and challenge enabling pupils to give of their best. Almost all pupils make rapid and sustained progress over time. The school is keen to build on this even further.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Norbert's Catholic Primary School, Crowle, converted to become St Norbert's Catholic Voluntary Academy in September 2012 and is part of the Northern Lincolnshire Catholic Academy Trust (NoLCAT).
- It is a smaller than average school of 124 pupils, with a large catchment area from the rural parish of St Norbert which shares its parish priest with Gainsborough.
- 27% of pupils are baptised Catholics; 58% are of other Christian denominations and the remaining 15% of pupils have no religious denomination.
- Almost all pupils are from White British backgrounds.
- The percentage of pupils who have special educational needs and/or disabilities is below average, as is the percentage of pupils receiving pupil premium. The pupil premium is additional funding for pupils who are looked after by the local authority or who are known to be eligible for free school meals.

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

- Continue to provide opportunities for pupils to use the 'Let us Pray' programme as a basis for promoting spontaneous prayer.
- Continue to support pupils and families through effective analysis of needs via recognised initiatives such as 'poverty-proofing'.
- Further develop the school's policy for Relationships and Sex Education (RSE) in line with the new guidelines and training to be given by the NRCDES.

## CATHOLIC LIFE

## THE QUALITY OF 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.
- 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 enthusiastically refer to their school's mission statement and speak knowledgeably about its impact on them as individuals and as a school community. They embrace opportunities to shape the Catholic Life of their school in a variety of ways, such as the Liturgy Group and they are proud of their 'Rights Respecting School' Award.
- Pupils' behaviour is exemplary, reflecting Gospel values and there is good understanding by pupils of the school's support network, e.g. the worry box, playground buddy system etc. to ensure that any problems are recognised early and resolved quickly. As a result, pupils are happy, confident and secure in their own stage of spiritual and emotional growth.
- Pupils deeply value and respect the Catholic tradition of the school and all pupils are regularly involved in school, parish and diocesan celebrations irrespective of their own faith commitments.

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

- There is a tangible sense of community throughout the school and pupils speak highly of a supportive staff and commend the school with such comments as, 'It makes me cheery every day!' and 'It's going to be hard to leave!'
- The collegiality of all staff enhances the sense of community in this school and this extends into the parish where close links are forged for many activities including sacramental preparation programmes. Parishioners state that the Catholic mission is lived out in practice in school.
- The learning environment reflects all aspects of the Catholic Life of the school, with identified focus areas in each classroom for Religious Education, dedicated worship spaces both indoor and out, affirmation of pupils' many achievements evident in photographs, trophies and certificates, plus confirmation of pupils' involvement in reaching out to the immediate and wider community in welcome and support.
- Clear policies and structures are in place to support all pupils and an emphasis is placed on supporting the most vulnerable.

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

- Leaders and managers across the school are deeply committed to the Church's mission in education and are passionate about developing and sustaining the school's Catholic ethos.
- Governors are knowledgeable about their role in monitoring and evaluating the Catholic Life of the school. They actively involve themselves in learning walks around the school and are ready to challenge as well as support where necessary. Governors actively seek training from the diocese to support them in their roles.
- The school's self-evaluation leads to well-targeted planned improvements, often creatively conceived. For example, pupils provided a conference for pupils and staff from each of the primary schools in the Northern Lincolnshire Catholic Academy Trust to raise awareness about children's rights. As a result of initiatives such as these, staff and pupils' understanding of the school's mission is outstanding. They share its purpose and are keenly and actively involved in shaping and supporting the Catholic Life of the school

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	<b>1</b>
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<ul style="list-style-type: none"> <li>• How well pupils respond to and participate in the school's Collective Worship.</li> </ul>	1
<ul style="list-style-type: none"> <li>• The quality of provision for the Collective Worship.</li> </ul>	1
<ul style="list-style-type: none"> <li>• How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.</li> </ul>	1

### How well pupils respond to and participate in the school's Collective Worship - outstanding

- Acts of Worship are an integral part of school activity and engage all pupils' interests, inspiring in them deep thought and heartfelt responses. Pupils are keen to take the initiative to lead pupils and staff in prayer. For example, a group of Year 2 pupils prepared a worship space outside their classroom and explained why they used certain symbols and artefacts.
- Pupils are confident in preparing and delivering Collective Worship using the four-part model. Year 6 pupils use ICT to enhance their Collective Worship and are able to improvise creatively, using a variety of techniques to engage worshippers.
- Pupils are actively involved in monitoring and evaluating Collective Worship, along with staff, governors and visitors in a systematic and thorough way.
- The experience of living and working in this praying community has had a profound and visible effect on the development of all pupils, irrespective of their ability or faith background to the point that, in response to one pupil's suggestion, staff and governors organised an educational visit, with pupils, to Malealea, in Lesotho, South Africa, to support a village community in providing fresh water for its residents. Those visiting distributed smokeless stoves to Malealea community members, paid for by the St Norbert's school and local community. Pupils at St Norbert's have recently collected and sent shoes to the village, thereby maintaining a link and support.

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

- Collective Worship is central to the life of the school and praying together is part of the daily experience for all pupils and staff. Pupils show a deep sense of respect while focusing on, for example, one of the 'Statements to live by' - *I notice that we are the same but different.*
- Prayer opportunities are planned to include parents and visitors attending and these are held in high esteem by everyone. Some parents verify that being part of this praying community has had a profound effect on their children's behaviour

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- Leaders and managers place the highest priority on the development of quality experiences of Collective Worship and ensure that it is resourced appropriately. It features in the school's development plan.
- Staff are highly skilled to support pupils in planning and delivering quality worship and the Religious Education subject leader ensures that all teachers receive support and training in this vital area, which is greatly valued by staff

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

- The leadership team is composed of the headteacher (who is the Religious Education subject leader) and one of the three diocesan Lead Religious Education teachers; this combined skills set benefits the school to an outstanding level.
- Leaders have a thorough understanding of the Church's liturgical year, its seasons, rites and symbols and are able to lead the school to an appreciation of these traditions thereby enabling teachers to present to pupils in a meaningful way which is relevant to their stage of development.
- A range of formal evaluation systems for Collective Worship are in place; these are contributed to by staff, governors, pupils and visitors. Findings are responded to in a thorough way.

## 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 at St Norbert's make outstanding progress in Religious Education. On entry, the vast majority of pupils are not Catholic and as a result they are not religiously literate. In spite of this, pupils make good progress from the Foundation Stage through to the end of Key Stage 1. Further accelerated progress takes place in Key Stage 2 culminating in high levels of achievement and attainment.
- Behaviour is exemplary. Lessons are full of pace and participation is enthusiastic and focussed. Opportunities for extended writing are taken and pupils are keen to develop their work to achieve their full potential. Pupils are able to use 'I can' statements to help in their self-assessment and target setting. As a result, they feel part of their formation and development in Religious Education.
- Pupils are articulate and find lessons challenging and interesting. They have opportunities to work individually, in groups and as a class. They are appreciative of lesson content and teacher input. They enjoy learning about other faiths. Visits to Synagogues and Mosques as well as visitors to the school from a range of faith backgrounds have been enriching and have helped to promote diversity and respect for different beliefs. Pupils see their faith learning as fundamental to their spiritual development. Links with other parts of the world give pupils a clear perspective on the importance of caring for people who are less fortunate.

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

- Teaching is extremely well planned and the *Come and See* programme is used innovatively. It is firmly embedded in the Religious Education and wider curriculum. Interactive whiteboard slides are carefully prepared to assist pupils' understanding. A spiritual atmosphere is at the heart of lessons with art, music and drama creating a rich environment for learning. Opportunities for independent learning are well crafted and are age appropriate. Differentiated tasks make learning interesting, exciting and appropriately challenging.
- All ability and gender groups of pupils make significant progress in Religious Education. Data analysis indicates that St Norbert's caters for all pupils and achieves in excess of diocesan averages. This has been sustained for the past three years. High quality provision has continued to be embedded throughout the school since its last diocesan canonical inspection.
- Attainment in Religious Education is rapid and sustained in all year groups. Teachers' subject knowledge is outstanding and the delivery of attainment targets 1 and 2 are clear and scaffolded. This leads to a great depth of understanding. Teachers link real-life situations to scripture and make Religious Education relevant and a core part of everyday learning.
- In Key Stage 1, Religious Education is planned carefully ensuring that a wide range of year groups are skilfully engaged and involved at the appropriate level. Similarly, Key Stage 2 pupils are challenged in lessons and there is a healthy dialogue between pupils and teachers. Marking is thorough and follows a whole-school policy. Constructive feedback is personalised and linked to driver words. 'Green pen time' is timetabled at the start of lessons ensuring that response time takes place. Teacher marking includes the use of development points that require thought. 'Footprint of Faith' stamps challenge children to live out their spiritual responses in their everyday life encouraging them to be responsible members of society.

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

- The headteacher and her deputy, who is a lead teacher for the diocese, make a significant impact on the quality of provision throughout the school day. Monitoring and evaluation is thorough and planned carefully throughout the academic year. Regular scrutiny of work and pupil progress meetings take place each term. Outcomes are discussed in detail and are acted upon accordingly.
- Governors are central to the assessment process and forward planning. They play an active part in the life of the school and have the interests of pupils at heart. They are well trained and up to speed with the latest developments. As a result, they are able to challenge leaders and verify the quality of teaching and learning and the validity of outcomes.
- The headteacher is an inspirational leader who has embedded Religious Education firmly at the heart of the school's mission. The community is welcomed into the life of the school and the Religious Education of the pupils is witnessed and rightly praised in the sharing of assemblies, Collective Worship and Masses. The headteacher works closely with the Nottingham Roman Catholic Diocesan Education Service and always attends Religious Education training days. She is keen to quality assure assessed pieces of pupils' work. Tracking and moderated work have been verified as accurate and illustrate the high quality of provision at St Norbert's.
- The Religious Education curriculum meets pupils' needs and fulfils the requirements of the Bishops' Conference of England and Wales. Leaders have supported staff to embed the *Come and See* scheme of work and this has been developed in an innovative way focusing on the needs and interests of all ability levels of pupils. The curriculum provides opportunities for pupils' spiritual, moral and cultural development.

## SCHOOL DETAILS

<b>School Name</b>	St Norbert's Catholic Voluntary Academy
<b>Unique Reference Number</b>	138827
<b>Local Authority</b>	North Lincolnshire

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 4 Religious Education lessons and 2 Acts of Collective Worship. They also observed pupils participating in before and after school clubs and lunchtime play.

Meetings were held with the headteacher, who is the subject leader for Religious Education and deputy head; three governors, including the chair of governors and the Religious Education governor; some pupils, including representatives from the school council, Liturgy Group and the Safe School Ambassadors. Discussions were also held with some staff, parents and parishioners.

The inspectors scrutinised a range of documents including data on attainment in Religious Education and rates of pupil progress; minutes of meetings of the governing body; results of the governing body's skills audit; school development and action plans; formal monitoring of Religious Education lessons and Acts of Collective Worship by staff, governors, pupils and the diocesan Religious Education adviser; quantitative and qualitative data from staff, pupil and parent questionnaires. Inspectors also examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mrs Freda Robinson
<b>Headteacher:</b>	Mrs Pam Tonge
<b>Date of Previous School Inspection:</b>	1 December 2009
<b>Telephone Number:</b>	01724 710249
<b>Email Address:</b>	admin@stnorbertscrowle.co.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.