



## DIOCESAN CANONICAL INSPECTION REPORT

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

# St Elizabeth's Catholic Primary School

Matlock Road, Belper, Derbyshire, DE56 2JD

<b>School URN:</b>	112907
<b>Inspection Date:</b>	20 March 2015
<b>Inspectors:</b>	Mrs Fionuala Boucher and Mrs Geraldine Willders

<b>Overall Effectiveness</b>	Previous Inspection:	Good	2
	<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>		Good	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

### St Elizabeth's is an outstanding Catholic school.

- The overall effectiveness of St Elizabeth's Catholic Primary School in providing a Catholic education is outstanding. The mission of the school, recently revised and refreshed, is truly lived and visible in all aspects of school life: *To provide a high quality Christian education for all children enabling them to achieve their full potential in a safe and caring environment.*
- The Catholic Life of the school is outstanding. Pupils are rightly proud to be members of St Elizabeth's School. Their behaviour reflects an embedded understanding of the worth of each individual. They say: 'Everyone is equal' and 'If you like fighting, this is not the school for you!' Pupils relish their involvement in charity work and make insightful links between their learning and life as a follower of Jesus.
- The Collective Worship provided by the school is outstanding. The headteacher, senior leaders and RE subject leaders are an inspiration to those around them. They have an unstinting focus on continually developing pupils' spirituality and experience of worship.
- The Religious Education provided by the school is good. Standards in Religious Education are good or better due to well-planned lessons and effective assessment procedures. The school's monitoring cycle has improved since the last inspection. Religious Education is not yet outstanding due to the variance in the quality of work in books, including the presentation of pupils' work.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Elizabeth's Catholic Primary is a one-form entry school of an average size. The parishes served by the school include Our Lady's Church in Belper, St Margaret Clitheroe's Church in Duffield and St Joseph's Church in Ripley.
- Just under half of the school population is baptised Catholic; 29% of pupils are Christian; less than 1% of pupils belong to another world faith; 21% of pupils have no religious affiliation.
- The proportion of disabled pupils and those who have special educational needs supported by school action plus or with a statement of special educational needs is below the national average. The proportion supported through school action is above the national average.
- The proportion of pupils deemed disadvantaged, those supported through the pupil premium is below average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals or those children in the care of the local authority.
- Standards in Religious Education are in line with diocesan averages and show an improving trend.

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

- Provide opportunities for younger pupils to take the lead more frequently in planning and leading worship.
- Share the outstanding practice evident in some year groups to ensure consistency in the quality of teaching across the school.
- Ensure that pupils have the opportunity to regularly respond to and learn from the marking and feedback provided by the teachers.
- Ensure that pupils are challenged to improve the content of their work further, ensuring that it consistently reflects the level at which they are working and ensures high standards of care and presentation.

## 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 are rightly proud to be members of St Elizabeth's Catholic Primary School. They have an excellent understanding of the school's heritage and links with the Franciscan order, including the story of St Elizabeth told through the school logo.
- Pupils are involved in shaping the school's mission and have a deep understanding of their mission statement and what it means for each one of them. They benefit greatly from the fact that this mission is the driving force in all that the school does.
- There is a strong Catholic ethos with an unequivocal emphasis on each individual child and their whole development, particularly in relation to pastoral care. As a result, pupils are happy, confident and secure in their spiritual and emotional growth.
- The behaviour of almost all pupils is exemplary at all times. Pupils are responsive to the needs of others within and beyond the school community. In relation to their age, they show an ability to listen, to challenge courteously and to respect difference of opinion. This was evident in a Year 6 lesson in which, 'What has God done for us?' was being discussed. Pupils were confident in their own right to question the role that God plays in world disasters. They demonstrated a high level of respect for each other's opinion and response, whilst treasuring their own Catholic beliefs.
- Pupils take a leading role in activities which promote the school's ethos within school and in the wider community. They are active in the local parishes and in local, national and international fundraising initiatives, including CAFOD, the RSPCA and 'Hope for Belper', a local charity helping local people. They see it as their duty and responsibility to use their gifts for the good of others and they do so with fervour.
- Pupils feel very proud of their school council and the 'Minores' team, led by secular Franciscans. The latter in particular is recognised and respected by all pupils as an opportunity for all to 'follow in the footsteps of St Francis' and has proved to be a source of refuge for pupils needing support or someone to listen. Both groups are very well established and a high proportion of pupils from all backgrounds are keen to be part of the groups.

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

- All stakeholders recognise the value of the school's mission statement as a result of it being explicit in all aspects of school life; visually around the school, in governor minutes and in communication with parents. Furthermore, it is evident in the strength of quality of relationships at all levels.
- The focus this academic year on the 4 key words in the mission statement has enabled pupils of all ages to have a tangible understanding of the mission, what it means to them, how it is founded on the teachings of Christ and is how it links with scripture.
- Staff are fully committed to the implementation of the school mission across the curriculum and all areas of school life. This is evident in the care, guidance and support of pupils and each other; something that both pupils and parents speak extremely highly of.
- The school has worked hard to ensure that pastoral programmes for Relationships and Sex Education (RSE) and Personal, Social and Health Education (PSHE) refer unambiguously to Catholic teachings and principles. The school is exceptionally committed to ensuring that pupils have a comprehensive understanding of RSE before they leave St Elizabeth's and as a result, their programme is carefully planned from the Foundation Stage up to Year 6. They have actively sought advice from the diocesan adviser for ways to improve provision.
- Policies relating to behaviour and wellbeing of pupils are rooted in Gospel values and the teaching of the Catholic Church. There is a collective understanding of the need for excellent behaviour and pupils are provided with clear and consistent direction and support which they embrace and share willingly.

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

- School leadership at all levels is deeply committed to the Church's mission. The headteacher in particular is an inspirational role model with a steadfast commitment to the mission of the Church. His commitment to giving every child the best start in life, academically, but especially spiritually and in helping them to be good citizens, is a notable strength of the school.
- The provision for the Catholic Life of the school is given the highest possible priority by leaders. This is reflected in the school's self-evaluation which is a reflection of good quality monitoring and analysis. The 'Catholicity committee' on the governing body is a reflection of leaders' commitment to the sustenance and development of the Catholic Life of the school.
- The views of parents and pupils are regularly sought in relation to the Catholic Life of the school. These views contribute to the overall evaluation by leaders and enable them to make plans for improvement.

- The school has highly successful strategies for engaging with almost all parents to the very obvious benefit of pupils. Parents (and grandparents) were keen to share how the mission of the school works in practice and as a result they have a firm commitment and belief in both the leadership of the school and its Catholic mission.
- Governors, well supported by the Religious and secular Franciscans, make a significant contribution to the Catholic Life of the school. They are passionate about the school's mission and are highly visible within the school, leading by example.
- As leaders, governors are highly ambitious for the Catholic Life of the school and see it as a priority for the whole governing body and leadership team. They are actively involved in its monitoring and evaluation, although this is to some extent reliant on information provided by the leadership team. Nevertheless, governors are active in their role and ready to challenge as well as support where necessary.

## 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

- The Catholic character of the school shines through times of worship. Collective Worship follows the liturgical year; liturgies and prayer life provide pupils with opportunities to develop spiritually and enhance their beliefs and values. Pupils readily share their positive memories and experiences of worship, showing enthusiasm, pride and depth of thought in their involvement.
- The development of pupils' faith is rightly identified as one of the school's main strengths. By further developing pupil-led liturgy, this already prayerful school community has blossomed further so that every pupil is supported to be 'the best that they can be' with a clear focus on spirituality in action.
- Pupils are engaged during Collective Worship; they act with reverence and interest, responding prayerfully and in song. Pupils are keen to offer contributions, including spontaneous prayer linked to events in their own lives.
- Pupils play an increasing part in the leadership of worship: they use dance, song and drama to enhance their presentation to others, creating stimulating and thoughtful moments during whole school gatherings. This is an area of significant improvement since the last inspection. Pupils comment that their involvement in leading worship 'helps with our confidence' as well as having a strong impact on their spiritual development.
- Older pupils help their younger counterparts in preparing and leading class-based worship. They have increasing confidence to use the liturgy box resources to support prayer and provide a model for developing a wider range of prayerful experiences across the school. The next step would be to extend the liturgy box resources so that they are more readily available to all and for younger pupils to take the lead more frequently in planning and leading their own liturgies.
- Pupils show respect for those of other faiths: 'They want world peace like we do, even if they are from different faiths'. This prayer-based school community has a visibly inclusive policy, embracing the involvement of all in Collective Worship.

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

- Collective Worship is central to the life of the school. There is extensive evidence of the range and quality of opportunities provided by the school since the last inspection, reflecting the importance placed on prayer within this community. Pupils and staff gather for treasured times which inspire deep thought, invite contributions and nurture the faith of all present.
- Adults are highly skilled and committed to enabling pupils to plan and deliver appropriate worship. The school display situated in the main corridor brings together the liturgical year, 'Statements to Live By', CAFOD themes and the Gospel from Sunday Mass thereby ensuring that pupils are supported to independently plan and deliver high quality and relevant liturgy.
- Staff are innovative in their approach to enhance provision for Collective Worship. Colourful and extensive displays and artefacts stimulate a response from pupils; Stations of the Cross, displayed individually around the building, encourage prayer stops to be integrated into otherwise ordinary journeys being made through the school, which promote individual and small group worship. Prayer tables in classrooms and in the entrance to the school hall provide opportunities for stillness, reflective prayer and discussion: these are well used and pupils can articulate their purpose.
- Parents, carers and visitors report verbally, and in written form, their positive impression of Collective Worship: for example, feedback from the Ash Wednesday Mass noted the exemplary manner in which pupils participated, which confirms that provision matches the needs of the pupils. Adults feel warmly welcomed, included and privileged to be invited to liturgies and assemblies; they comment on the high quality of provision.
- Pupils evaluate assemblies, liturgies and prayer life: this evidence is extensive. Pupils share the fact that they particularly enjoy singing, using the range of prayer cards available and having some time to reflect and pray.

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

- Senior leaders and managers have a clear understanding, expert knowledge and a deep commitment to the planning and delivery of Collective Worship. Through their expertise, drive and ambition, pupils' experience and level of response have continued to improve over time.
- Senior leaders and the RE subject leaders are outstanding examples to others and are highly visible in leading, supporting and participating in worship; they see professional development as a high priority in order to ensure pupils' provision is of the highest quality.
- All staff receive formation for their own development. Class teachers talk about how appreciative they are of the support available to them and they recognise the expertise within their own staff team; for example, professional development sessions were offered in order to make best use of the 'Let us pray' resources and this has had a direct impact on the quality of class-based celebrations. Teachers therefore feel well-supported by the subject leaders in developing their own skills regarding Collective Worship. This, coupled with the support of clergy, religious and parishioners, reflects a wide-reaching passion for ensuring that pupils enjoy high quality liturgical experiences.

- Collective Worship is rightly viewed as a high priority in school improvement; the opportunities provided for evaluation by pupils, parents and visitors are testament to this. Feedback is carefully logged and covers a wide range of worship experiences, reflecting the extent to which the school's relentless focus since the last inspection has borne fruit.
  
- The governing body promotes fully the school's Collective Worship policy and practice. The Catholicity and Curriculum team see this as an area of high importance; it is featured in school improvement planning and discussed in meetings to ensure that governors are fully informed about all aspects of faith development.

## 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 enjoy Religious Education and most can explain its value. Pupils are generally keen to make progress in order to achieve their potential and apply themselves diligently in lessons. However, the quality of work in books is of varying quality, particularly in terms of care and presentation and is not reflective of the overall attitude to learning observed during lessons.
- Behaviour for learning is at least good. Younger pupils in the school speak more positively about their enjoyment of Religious Education lessons; however, pupils in older years are evidently engaged in their lessons and most appear to enjoy their learning.
- Pupils enter the school below expectations in Religious Education. They make rapid progress throughout the Foundation Stage and Key Stage 1; by the end of Key Stage 1, attainment is well above diocesan averages. Attainment at the end of Key Stage 2 has improved significantly over the last 4 years and now most pupils are achieving at least in line with diocesan averages.
- The *Come and See* programme is used to good effect and pupils are becoming religiously literate. They acquire a good knowledge and understanding from first entry to the school, from below average starting points. They are able to use this firm foundation in learning to further their progress and, as a result, pupils, including those eligible for the pupil premium, disabled pupils and those with special educational needs are making progress over time in Religious Education at least in line with other pupils in the diocese given their starting points.
- A strength of the school is the capacity that pupils have in making links between their learning in Religious Education and how life should be lived. For example, in a Year 6 lesson, one pupil commented, 'not only should we be charitable inside school, we should do it outside school as well' and in a Year 4 lesson, one pupil explained the value of watching a video clip is that 'we can learn lessons from other people'.

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

- Teaching is mainly good, with some examples of outstanding practice. As a consequence, most pupils and groups of pupils, including disabled pupils and those who have special educational needs, make good progress over time.
- Marking is undertaken regularly and pupils receive feedback as well as targets at the end of pieces of work. Giving pupils sufficient time to respond to marking, target setting and use of peer assessment needs to be developed further in order to build on current good practice. Furthermore, teachers need to continually challenge pupils to improve the content of their work, ensuring that it reflects the level at which they are working and ensuring high standards of care and presentation at all times.
- Teachers have a good level of specialist expertise which they use well in planning and teaching Religious Education. As a result, they use a good range of resources and creative teaching strategies to promote good learning.
- Teachers have used the diocesan support and guidance in relation to assessment to good effect. As a result of good assessment procedures and tracking across the school, teachers and other adults have a good awareness of how pupils are doing. They have a good understanding of pupils' prior learning and capabilities and plan well to meet the needs of all. Best practice shows that work is differentiated to meet the needs of individual pupils and that 'driver words' are used effectively in ongoing dialogue during lessons to provide further challenge.
- Generally, the learning intentions/success criteria for lessons are shared with pupils. However, in observing lessons and speaking to pupils, it was evident that what the children actually need to do in a particular lesson is not always explicit. As a result, it is clear that pupils do not always have a good understanding of the task in hand and are therefore not always able to make the progress desired.
- Pupils are often involved in evaluating how well they have done at the end of each topic which gives them greater confidence in making improvements in their learning. Teachers are very positive in their response to pupils, in praising and correcting misconceptions; achievement and effort are celebrated frequently.

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

- The headteacher and Religious Education subject leaders promote their subject with a high level of expertise and a clear vision. They inspire confidence and whole-hearted commitment from colleagues; they are high profile within the school and have an outstanding impact on those around them. This makes a positive contribution to the spiritual and moral development of pupils, which is evident in discussions with pupils and other stakeholders.
- Leaders and managers have worked hard to monitor Religious Education using a range of approaches. They have worked closely with the diocesan adviser to improve this aspect of the curriculum; their analysis recognises the school's strengths, such as the fact that recording and tracking of pupil progress is embedded within school systems.
- Appropriate support is provided for staff who are new to the school or who require professional development in Religious Education. Planning is thorough and based on school improvement needs. Regular lesson observations are undertaken and recorded; as a consequence, outcomes are at least good in Religious Education.
- Enrichment activities highlight the excellent links with the parishes and wider community: for example, pupils' learning and engagement is enhanced by the opportunity to interview the parish priest about his vocation. The involvement of parishioners with the popular 'Minores' club enables pupils' learning to be enhanced beyond classroom lessons.
- The curriculum is engaging and captures the interest of pupils. The subject is well resourced, in line with other core curriculum subjects, as well as in terms of staffing levels. It meets the requirements of the Bishops' Conference of England and Wales fully.
- This area is not yet outstanding as judgements are too generous when evaluating provision. Although scrutiny of work is undertaken regularly, this is not yet rigorous enough to have the impact required; the next step is to ensure that work consistently reflects the level at which pupils are working on a piece by piece basis, including high standards of care and presentation. This is substantiated by the quality of pieces of writing when inspectors scrutinised class workbooks. However, due to the effective management of this subject, the school is in a strong position to further develop in this area; leaders and managers have the capacity and drive to bring about these improvements in Religious Education swiftly.

## SCHOOL DETAILS

<b>School Name</b>	St Elizabeth's Catholic Primary School
<b>Unique Reference Number</b>	112907
<b>Local Authority</b>	Derbyshire

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law and Section 48 of the Education Act 2005 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 7 Religious Education lessons, 1 whole school Act of Collective Worship and 1 rehearsal for the lower Key Stage 2 Easter production.

Meetings were held with the headteacher, the subject leaders for Religious Education and governors. Discussions were also held with pupils, including members of the liturgy team and parents.

The inspectors scrutinised a range of documents including the school Improvement plan, the self-evaluation form, the self-evaluation toolkit and additional monitoring and evaluation evidence. Inspectors also examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mrs Barbara Wareing
<b>Headteacher:</b>	Mr Bryan Lowe
<b>Date of Previous School Inspection:</b>	24 September 2009
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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.