



# St Edmund Campion Catholic Primary School, West Bridgford

## Inspection Report

**Unique Reference Number** 122817  
**LEA** NOTTINGHAMSHIRE LEA  
**Inspection number** 281350  
**Inspection dates** 31 January 2006 to 1 February 2006  
**Reporting inspector** Mr. David Simpson LI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Tewkesbury Close
<b>School category</b>	Voluntary aided		NG2 5ND
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0115 9147889
<b>Number on roll</b>	357	<b>Fax number</b>	0115 9147899
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.C Hoban
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs. Dorothy Longley

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 31 January 2006 - 1 February 2006	<b>Inspection number</b> 281350
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## **Description of the school**

St Edmund Campion is a larger than average, mixed, Catholic primary school which serves a wide catchment area. The proportion of the pupils who are entitled to free school meals or who are identified on the register of special educational needs is well below the national average. Almost all pupils are White British. The Foundation Stage children were first admitted to the school in September 2002.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 1**

St Edmund Campion is an outstanding school which gives exceptional value for money. It is a happy, caring and welcoming school. Standards are exceptionally and consistently high. Not only do the pupils make outstanding academic progress but also their personal development is outstanding. There is a strong emphasis on what the headteacher describes as 'preparing the pupils for the test of life, not a life of tests', which results in pupils who are confident, mature and responsible. The provision for the youngest children is good. They make a good start in the Foundation Stage. Teaching and learning are good throughout the school, the pupils are encouraged to think about their learning and what strategies they can adopt to solve problems. They are well taught in a stimulating and creative learning environment. Outstanding leadership has established a strong culture of common purpose and ambition for further improvement. The school has accurately judged its performance and has set itself appropriate priorities for further development. These include to improve yet further the progress made by the more able and to purchase additional resources for use in the Foundation Stage curriculum. The school has made very good progress since the last inspection and is well placed to continue to do so.

### **What the school should do to improve further**

- Continue to improve teaching by focusing upon how the more able are challenged in order to yet further accelerate their progress. - Develop the already good provision in the Foundation Stage.

## **Achievement and standards**

### **Grade: 1**

The children make good progress during the Foundation Stage and enter Key Stage 1 with levels of attainment that are above those expected for their age. Their speaking and listening skills are particularly well developed. The pupils make outstanding progress throughout the school. Challenging targets are met as a result of the high expectations of the adults who work at the school, the enthusiastic engagement of the pupils in their learning and the support of parents and carers. In 2005, almost all pupils attained nationally expected standards in end of key stage teacher assessments and national tests and a very high proportion exceeded these expectations. However the school is not complacent and wants to see yet further improvement in the performance of more able pupils.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is outstanding resulting in pupils who take responsibility for themselves, for others and their school environment. Their behaviour is exemplary and parents value this highly. They show concern for each other and enjoy school.

Attendance is well above national average. At playtime they happily take part in large and small games but can also enjoy quiet time if they wish. Pupils feel safe and well supported. Their spiritual, moral, social and cultural development is outstanding. A key strength is the time given for spiritual reflection in both assembly and at the end of the day. Pupils are aware of the need to eat healthily and describe how they are encouraged to do so. They benefit from visitors during health week, for example doctors and dentists. They learn about healthy lifestyles and speak enthusiastically about the lively programme of activities which help them to make safe choices. Pupils are pleased that a school council has recently been established and feel this is another useful way of expressing their views which they are confident will be taken account of. Pupils' high level of achievement and personal development is preparing them very well for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Inspectors agree with the school's own judgement that teaching is good. The lessons are interesting and pupils respond with great enthusiasm and application. They enjoy their learning. This is because there is a clear focus on learning backed up by excellent relationships and the strong contribution of teaching assistants. There are good resources which teachers use well. Classrooms are very attractive and reflect the high quality learning that goes on. Good questioning challenges pupils to think and reflect. This was particularly impressive in one lesson when pupils imagined what people must have experienced in the story of Grace Darling's life. Pupils with additional learning needs receive good support. Teachers are developing the use of assessment and self-assessment in order that pupils will know clearly themselves what it is they need to learn next in order to improve further. They are also working together to improve the quality of teaching in order to enable more able pupils to do even better.

### **Curriculum and other activities**

#### **Grade: 1**

The school's curriculum is outstanding. The staff have worked together to develop very effective literacy and numeracy lessons. Pupils experience a wide range of activities and there are very good links between subjects, which enable learning to be even more successful and enjoyable. For example, Year 6 pupils presented an informative and creative class assembly on the Victorians which included singing and drama. The information and communication technology (ICT) curriculum is benefiting from a new computer suite which all learners, including Foundation Stage use regularly. The curriculum is greatly enhanced by a range of visits and visitors and there are strong links with the parish community. All pupils have the opportunity to play a musical instrument and there is a school orchestra which plays regularly. Pupils gain from an extensive range of well supported clubs. The curriculum in Foundation Stage is good

and the school has identified the need to provide more resources for structured play and outdoor activities.

## **Care, guidance and support**

### **Grade: 1**

The very high level of staff commitment and skill effectively promotes the health, well being and safety of all pupils. Child protection and health and safety procedures are clearly documented and understood. Pupils describe how they feel well supported. Very good systems are in place to support them, such as the 'worry box', which they value and use. They report very few instances of bullying but are completely confident that if they occur they will be dealt with immediately. Pupils meet challenging expectations of achievement, though the school is developing target setting and self-evaluation in order to enable pupils to do even better. High standards are achieved with a sense of enjoyment and fun. Learners at risk are clearly identified and effective support arrangements are put in place. Pupils with special needs make very good progress which is monitored through their individual plans.

## **Leadership and management**

### **Grade: 1**

The headteacher provides outstanding leadership and is an effective ambassador for the school. She has been very successful in obtaining additional external support and funding to further improve provision. She is well supported by the deputy headteacher who values and promotes the school's collegiate approach to rigorous self-evaluation. The monitoring and evaluation policy provides a clear rationale for the school's judicious procedures and these are underpinned by a timetable of activities which run throughout the academic year. The school has made very good progress since the last inspection and is well placed to continue to do so. Clear and appropriate priorities have been identified which are driving the school's performance ever higher. The views of parents and pupils are listened to and are contributing to decision making, for example with regard to purchasing new playground equipment. Further developments to sample opinions through questionnaires are in hand. The termly home-school curriculum working party is innovative and enables the school to consult with volunteer parents alongside members of the governing body. The governors have a very good knowledge of the school and regularly monitor specific aspects of its work, for example ICT or special needs provision.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.



**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school. We learned a lot about the school through talking to you, seeing how you were getting on in your lessons and sharing your assemblies. We could see that you enjoy your education, work enthusiastically and help each other. Well done! Yours is an outstanding school and that is due in no small part to your excellent behaviour and keenness to learn. The adults who work in your school know you well and are dedicated to getting the best out of you. As your headteacher says, you are prepared for the test of life, not a life of tests. We enjoyed listening to how much you enjoy your lessons and your enthusiasm for the recently set up school council. You have lots of excellent opportunities to go on visits which help your learning, for example to Newstead Abbey and the theatre. Also you get the chance to be involved in a wide range of activities, including learning a musical instrument or playing golf. Even though you're doing so well, everyone at the school still wants your education to be even better. Mrs Longley and Mr Elkington know what needs to be done. We agree with them that some of you could do even better and that the children in Foundation Stage would benefit from the school buying more equipment for the outdoor area. Thank you again for being so helpful and friendly.