

St Edmund Campion Catholic Primary School

Inspection report

Unique Reference Number	122817
Local Authority	Nottinghamshire
Inspection number	327803
Inspection date	5 February 2009
Reporting inspector	Alison Cogher

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	372
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Chris Hoban
Headteacher	Mrs Dorothy Longley
Date of previous school inspection	31 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Tewkesbury Close Burleigh Road West Bridgford NG2 5ND
Telephone number	0115 9147889

Age group	4–11
Inspection date	5 February 2009
Inspection number	327803

Fax number

0115 9147899

Age group	4-11
Inspection date	5 February 2009
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- How effectively the school supports boys to improve their literacy skills.
- How well teachers plan to challenge pupils, including more able pupils.
- The impact of leadership and management on pupils' achievement and standards.

Evidence was gathered from discussions with the headteacher, other staff, pupils and governors, and from the parental questionnaires. Lessons were observed, and school self-evaluation information, other documentation, pupils' work and a range of school, local and national data were analysed. Other aspects were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments as given in its self-evaluation, were not justified. These have been included where appropriate within the report.

Description of the school

This is a larger than average primary school. The number of pupils eligible for free school meals is low. The number of pupils with learning difficulties and/or disabilities is also low and their needs are varied. Most pupils are from White British backgrounds although a number of minority ethnic backgrounds are represented within the pupil population. The number of pupils for whom English is an additional language is below average and very few are at the early stages of learning English. The school has Early Years Foundation Stage provision in two Foundation classes. The school holds the Active Mark award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school that serves its community extremely well. It has the overwhelming support of parents and many wrote to express how pleased they were with the quality of education provided for their children. Comments such as '...a warm and inspiring environment where children are challenged and motivated to achieve their best, and ...children are made to feel very special..' typically reflect parents' views. The high standard of education provided is due to the many first-rate features in the quality of provision and leadership and management. There is no complacency in the school but a shared drive for continuous improvement. The school knows itself very well and its self-evaluation is extremely accurate.

Pupils' excellent achievement starts from the moment they start school in the Early Years Foundation Stage. They make impressive progress in their understanding of letter sounds, writing, reading and calculation and this is maintained throughout the school. By Year 2, pupils' standards in writing, reading and mathematics are often exceptionally high. Pupils' continue to make excellent progress in Years 3 to 6. Typically, standards in Year 6 are exceptionally high in English, mathematics and science with a significant number of pupils working at a standard beyond the level awarded by national tests. The school has sustained these impressive results for some years. This is because the school is very vigilant and prompt action is taken when it is judged that pupils' progress could be improved. For example, the emphasis on mathematics in the recent past improved the number of pupils who secured higher levels in the national tests. Action taken to increase boys' progress in writing is being similarly successful.

Pupils' excellent progress is the consequence of outstanding teaching. A number of parents wrote to express how much they appreciated the partnership they have with the school. For example, '...an excellent example of how a school and parents can work collaboratively for pupils' benefit.' Parents who work as volunteers in school bring knowledge and skills that are used to very good effect in support of pupils' learning. A number of aspects of teaching have a very positive impact on pupils' learning. Teachers plan together to ensure pupils of the same age receive consistently high quality learning opportunities. Classrooms are stimulating learning environments where pupils' work is valued, and extremely effective use is made of high quality resources, including information and communication technology (ICT) to support learning. Lessons move at a brisk pace and teachers make very good use of questioning to challenge and extend pupils' knowledge and thinking. The extensive variety of activities provided meet the needs of pupils who learn in different ways. Pupils' enjoyment of school is high and the outstanding relationships they have with each other and adults ensure they develop into confident and highly motivated learners. Teaching assistants provide very valuable additional support in classrooms and those pupils who find learning more difficult receive excellent additional help to enable them to achieve as well as other pupils.

The outstanding curriculum organised within overarching themes such as 'The Rainforest' provides pupils with an extremely stimulating, rich and varied range of learning experiences. Excellent links made between subjects give pupils' learning relevance and ensure that they have many opportunities to practise and extend their literacy, numeracy and ICT skills. The high level of these skills together with the excellent way pupils work together mean that they are extremely well prepared for the next stage of their education and the future world of work. Provision for the creative arts is extensive and the range of enrichment activities held during and outside the school day is impressive. These activities provide pupils with many chances to

extend their learning and to pursue personal interests. Sport and activities to promote healthy living feature strongly and are enjoyed by many pupils.

The care, guidance and support provided for pupils is exemplary. Statutory safeguarding requirements are met, and the pastoral and academic support and guidance provided for pupils are outstanding. The school's commitment to developing the whole child is exemplified by the way all pupils are known and responded to as individuals, while they are also helped to be responsible members of a community. The schools' outstanding provision for pupils' personal, social, health and citizenship education builds successfully on the high expectations and values pupils bring with them from home. Consequently, pupils' personal development and well-being is excellent. They know how to keep themselves safe, are articulate, polite, courteous and behave superbly. Attendance is high and pupils relish the opportunities they have to take on responsibilities in the school, to look after and care for each other and to contribute through the school council to school improvement. Pupils' spiritual and cultural development is nurtured extremely well. They develop a very strong sense of belonging and make a significant contribution to their own and the wider community.

Very effective use is made of assessment information to guide whole school improvement including teaching and learning. Teachers set pupils a number of challenging targets to work towards in reading, writing and mathematics. Pupils know and understand these targets and work very hard to achieve them. As they move through the school pupils are increasingly able to assess and take some responsibility for their own work. By Year 6, their independence as learners is noteworthy. Teachers' marking of pupils' work is thorough and provides pupils with constructive feedback and pointers for improvement.

The headteacher's excellent leadership has secured amongst staff and governors a collective responsibility and shared vision for the school's future. Senior staff and very well informed governors carry out rigorous monitoring and evaluation of the school's performance and take rapid and effective action to address any issues identified for improvement. This work exemplifies the school's outstanding capacity for further improvement. The school is responsive to the changing needs of pupils and the community. Almost all parents who responded via the questionnaire consider they have many opportunities to contribute to school improvement although a very few parents do consider that communication with the school is not entirely consistent. Supporting the development of the whole child is of key importance to all those who work and support the school. To this end, all staff and those who work in partnership with the school contribute to making the school a happy, cohesive and motivating place to be, where pupils experience a varied and stimulating range of opportunities to learn and to develop as individuals.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Excellent leadership of the Early Years Foundation Stage is responsive to children's needs and ensures that children get an extremely good start to their education. When they start school their personal, social and emotional development, their spoken language and recognition of numbers are above that typically found for their age. Their skills, knowledge and understanding in other areas such as writing, reading, knowledge of letter sounds and calculation are broadly in line with those expected for their age. They make at least good and often outstanding progress to achieve extremely well. By the end of their Foundation Year, almost all children are working beyond the expected learning goals in all areas of learning.

Children are motivated to learn because teachers' planning takes account of their interests and abilities. Extremely good resources are used very effectively to provide children with a stimulating curriculum that is being continually reviewed to improve further and extend the variety of activities provided. Both the indoor and outdoor spaces are used very well to enrich and extend children's learning. The school has plans to extend the opportunities children have to use their imagination and develop their creativity to support their learning further. The teaching of basic literacy and numeracy skills are firmly rooted in practical activities so children have a lot of fun while they learn. Children's confidence and enjoyment are the consequence of the extremely good care and support they receive and the excellent relationships they forge with staff and each other. Their behaviour is excellent and as they play and learn happily together, they develop very good levels of independence. They are extremely well prepared for the next stage of their education.

What the school should do to improve further

- Implement the plans to extend the opportunities for children in the Early Years Foundation Stage to use their imagination and develop their creativity.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

6 February 2009

Dear Pupils

Inspection of St Edmund Campion Catholic Primary School, West Bridgford, NG2 5ND

I am writing to thank you for the help you gave us with the inspection of your school. We particularly appreciated your warm and friendly welcome and being able to talk to you about your work and the other things that you really like doing at school. You are quite right to be so proud of your school and I am sure you will be pleased to hear that we agree with you that it is outstanding.

You reach high standards and achieve extremely well because the school is run exceptionally well and everyone helps you to do your best. You have so many excellent activities to enjoy in and out of lessons, and it was good to hear how many of you take advantage of the opportunities for sport and other activities such as music. It is clear that you find learning fun and that is because your teachers make your lessons interesting and you feel very well supported. You are challenged to do your best and you work very hard to improve. We were particularly impressed with your behaviour and the way you take very good care of each other, and support each other too, so that you feel safe and happy at school. You make a very important contribution to your school community and the support you give to others in the world is admirable. We told the staff at school that they could be very proud of you and that you had represented your school extremely well.

Part of our job is to suggest things that will help to make your school even better. We know that there are plans to increase the opportunities for children in the foundation classes to be creative and use their imagination. We have asked the school to make sure that these plans are acted upon quickly so the children in these classes can have even more fun as they learn.

Thank you again for making our visit such a pleasure and for helping us with our work. We wish you the very best for the future and hope that you continue to enjoy helping to make your school such an excellent place to learn.

Yours sincerely

Alison Cogher

Lead inspector