



St Edmund Campion Catholic Primary School

URN: 137428

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

11–12 October 2023

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church’s educational mission

Religious education (p.5)

The quality of curriculum religious education

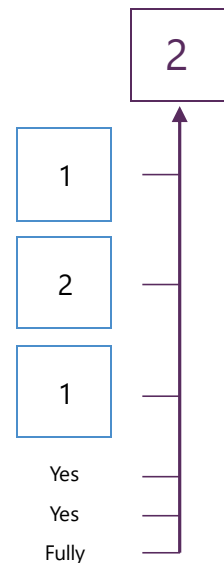
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the curriculum requirements laid down by the Bishops’ Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



What the school does well

- St Edmund Campion is a school with an embedded sense of welcome, inclusion and love for all, where the welfare of all pupils is prioritised to the highest level.
- Leaders and governors clearly articulate a strong and clear sense of mission, going above and beyond to provide a wealth of opportunities for pupils to encounter God daily.
- Relationships between staff, parents and pupils are exemplary, creating a strong community in collaboration with the parish.
- Staff are committed to religious education and pupils show enjoyment and engagement during lessons.
- Leaders work tirelessly to prioritise the prayer life of the school and provide a wealth of events and rich experiences, including the development of knowledge about other faiths and cultures.

What the school needs to improve

- Implement clear systems so that pupils have regular, planned opportunities to revisit key concepts and retain their knowledge and understanding in religious education.
- Provide opportunities for regular feedback from teachers so that pupils have an explicit understanding of how well they are doing and how they can improve in religious education.
- Ensure that there is a systematic approach to the monitoring and evaluation of collective worship.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

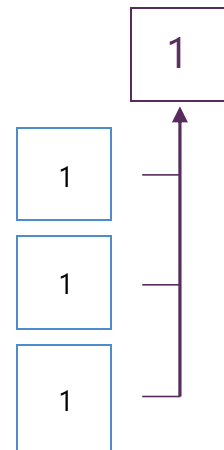
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils clearly articulate the Catholic identity of the school, bringing this to life through their actions. Pupils know that they valued and cared for; they strive to follow the teachings of Christ, saying that 'We should be more like Jesus because he was loving and caring and looked after his disciples. He forgave Judas, so we should forgive too'. Pupils have a personal and moral mission to look after others. They show an excellent understanding of how to care for our common home and take an active role in supporting charities, such as Cafod, Friary Homeless Shelter and Broxtowe Women's Project. Pupils take their leadership responsibilities seriously, leading the liturgy team and 'mini vinnie' groups with enthusiasm. The eco team have achieved the Green Flag award three times and have further, ambitious plans to set up their own vertical farm. The Faith in Action award is a well-developed project. Pupils show deep understanding of diversity: they know there are a wide range of religions and cultures in and out of school, and show deep respect for a range of different beliefs, saying that 'Some people are Catholic and some people are not, but God loves us all'. Pupils are eager to participate in and lead a wide range of chaplaincy activities as demonstrated by the number of applicants keen to be part of the liturgy group, enabling the school to also form Team Mary and Team Joseph.

The school's mission statement, 'Hand in hand with Jesus Christ, we love, live and learn together,' is lived out on a daily basis and further reinforced through staff training days. Pastoral support is outstanding: staff go above and beyond to support families. The dedication to ensuring that all feel welcome within the community is inspirational. Inclusivity is at the heart of everything that is done, as shown in the way new families are embraced by all staff. This includes inviting parents to share and lead workshops on Chinese New Year and Sikhism. The vibrant physical environment highlights catholicity but also celebrates other faiths. Examples of scripture are displayed beautifully alongside artefacts and artwork made by pupils, including a 3D crucifix and a liturgical year display showing

photos from a range of treasured school events. The school faithfully follows the Life to the Full programme for relationships, sex and health education, reflecting the school's Catholic identity.

The headteacher is a source of inspiration, demonstrating personal faith through her own sense of mission for the school community. Leaders and governors are ambitious in promoting the Catholic life and mission of the school, giving this the highest priority: they say, 'Our children are the today and tomorrow of the Church'. Leaders actively participate in diocesan initiatives. Strong parish links are established, strengthened by staff and governors taking active roles within parish life, which is welcomed by parents who enjoy seeing staff at Mass and being active within the parish. Many pupils, parents and staff have been received into the Catholic faith over recent years. The parish priests are welcome, regular visitors. Parents feel fully included in the Catholic life and mission of the school, attending class Masses and liturgical celebrations. Parents say that, 'the school is an anchor for our Catholic community'. Staff well-being is a high priority for leaders; staff, in turn, feel well supported. Governors are fully involved in the life of the school and regularly visit to evaluate provision; they, together with leaders, have an accurate picture of Catholic life and mission, leading to a continual cycle of and drive for improvement.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

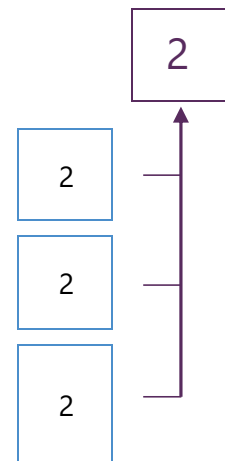
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils enter school from a range of backgrounds and baseline evidence shows that they have limited religious knowledge on entry. Pupils are given a good start in the Early Years Foundation Stage: pupils quickly settle into routines and are able to listen carefully. Pupils enjoy religious education lessons and demonstrate secure knowledge in most areas; they retain more knowledge for areas which are revisited annually, such as the sacraments, and times within the liturgical year, such as Advent and Lent. Pupils make good progress in religious education over time: for example, in Year 2 pupils are able to order the events within Baptism and in Year 3 they accurately identify the signs and symbols of Baptism. Where pupils have gaps in knowledge, teachers do not always identify or address these misconceptions within religious education lessons. Pupils show engagement and interest in lessons because teachers motivate them well and place importance on religious education as a subject. Pupils in Year 5 enthusiastically discuss the promises made in marriage and make links with these to their own school virtues of thankfulness and respect. Pupils concentrate well in lessons: they want to be successful and achieve; they comment that religious education is often harder than other subjects and that this is the most important lesson because they are learning about God. Self-assessment is not consistently explicit for pupils: they do not always know how well they are doing or what they need to do next to improve their knowledge further.

Teachers are knowledgeable and deliver lessons confidently. The 'Come and See' programme is used to plan and sequence learning over time and to ensure coverage of the curriculum. Teachers carefully plan activities for pupils which include opportunities for extended writing, art, exploration of scripture, drama and silent debate, all of which pupils enjoy. Adults support pupils well, using questioning to prompt deeper thinking and help them to make connections in their learning. Each unit begins with a pre-topic 'big question', uses a 'head, heart and cloud' model, and ends with a review of the 'big question' to help frame pupils' knowledge and learning. Clear structures for pupils to revisit previous learning are not used consistently in every year group to maintain knowledge of some concepts.

Teachers have high expectations for pupil outcomes; books are presented to a high standard and demonstrate pride. Pupils work well together and are able to discuss their own thoughts and feelings, showing religious literacy, for example in Year 4, where pupils can use silent debate to answer questions about the Holy Spirit.

Leaders and governors ensure that the curriculum for religious education is given priority and that this is comparable to other core subjects. A regular cycle of monitoring activities, including lesson visits, book scrutiny and pupil interviews, is carried out by leaders and governors to check and evaluate standards. Leaders ensure that all staff access a wide range of professional development opportunities within the diocese and the Our Lady of Lourdes Catholic Multi-Academy Trust. Staff also work closely with local Catholic schools in the St Francis hub to moderate assessed pieces of religious education work. New teachers receive good induction to the school, working closely with leaders and attending relevant training. The religious education leader and headteacher work together closely to ensure that standards are maintained. Leaders provide a wealth of enrichment activities which include visits to places of worship, visitors and workshops in school, including those supported by parents. Leaders and governors are committed to ensuring that pupils learn about a wide range of different faiths in order to promote acceptance and respect for all cultures and traditions.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

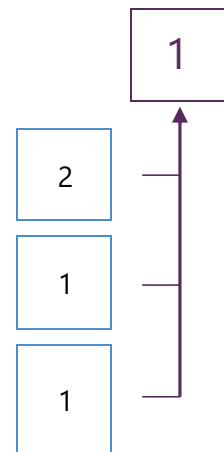
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Pupils engage fully and respond enthusiastically to all prayer and liturgy opportunities provided, singing joyfully when gathered in large groups. Liturgical colours are used appropriately in each classroom and pupils understand the significance of these. Pupils undertake liturgical ministries willingly: those involved in liturgy teams from Year 1 to Year 6 take their responsibilities seriously, supporting prayer and worship across the school. Pupils are highly engaged when planning celebrations of the word. They use a clear planning system and discuss how they make choices in deciding what and how to include various elements, including appropriate themes and pieces of scripture matched to the liturgical year. Pupils in Year 5 say that they feel empowered to make adaptations to celebrations of the word prepared by adults; pupils in Year 1 use holy water to bless each other and include a candle, because 'Jesus is the light of the world'. Leaders rightly recognise the need to further expand pupils' experience of different types of prayer and liturgy and are implementing approaches such as 'lectio divina' to address this.

Staff model good practice within celebrations of the word. They are skilled in supporting pupil-led liturgy, ensuring that prayer remains central to the school day; they help pupils to remember traditional prayers, for example linking these to their rosary mission during the month of October. Poignant moments are marked by the school community joining together in prayer, such as the death of Her Majesty, the Queen, and praying for peace in Ukraine. A wide range of opportunities to mark the liturgical year are provided, including activities such as an Advent 'travelling crib' and 'Lent in a bag'. Staff use their musical gifts to enhance the experiences of prayer and liturgy by playing instruments within a school band. Good use is made of classrooms and the hall to create conducive prayer spaces. Families are overwhelmingly supportive of the school's inclusivity and they appreciate the opportunities given for prayerful celebrations. The school and parish work closely together to

immerse pupils in prayer: regular class Masses are celebrated at both school and church and parishioners comment on how they are inspired by pupil leadership.

Leaders have a carefully constructed policy which ensures progression within prayer and liturgy. Training and development for pupils, from the Early Years Foundation Stage to Year 6, gradually increase pupils' skills; the liturgical timetable shows a balance between adult and pupil-led worship. Leaders ensure that Sunday scripture is shared weekly with pupils to punctuate the liturgical year and share the gospel. A wide range of professional development is provided for all staff and, as a result, staff have developed strong skills to support pupils effectively. Leaders ensure a wide range of liturgical events are prioritised for pupils, including feast days and holy days. The Sacrament of Reconciliation is prized, and reflective services take place for all at regular times throughout the year. Monitoring feeds into the school development plan, although there is not a consistent, systematic approach to pupils and staff being involved in evaluating the findings. The school community is well supported by the lay chaplain and colleagues from within the trust. There is a continual drive to further enhance provision: staff and pupils discuss this enthusiastically and recent training impacts positively on prayer and liturgy experiences throughout the school.

Information about the school

Full name of school	St Edmund Campion Catholic Primary School
School unique reference number (URN)	137428
School DfE Number (LAESTAB)	8913765
Full postal address of the school	St Edmund Campion Catholic Primary School, Tewkesbury Close, West Bridgford, Nottingham, NG2 5NH
School phone number	01159147889
Headteacher	Anita Blake
Chair of Local Governing Body	Peter Jackson
School Website	http://stedmundcampion.com
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Our Lady Of Lourdes Catholic Multi-Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	5-11
Gender of pupils	Mixed
Date of last denominational inspection	16 May 2017
Previous denominational inspection grade	1

The inspection team

Ruth Elmore

Lead

Amanda Greaves

Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

