

**INSPECTION REPORT
ON
THE DENOMINATIONAL
EDUCATION**

AT

**St Nicholas of Tolentine
Catholic Primary School
Bristol**

IN THE DIOCESE OF CLIFTON

Date of Inspection

29th and 30th April 2004.

Diocesan Inspector

Sr. Anita O'Leary.

Name of School:	St Nicholas of Tolentine
Type of School:	Primary
Status:	Voluntary Aided
Number on Roll:	147
Percentage of Catholic Pupils:	48%
Age Range:	4-11
Head Teacher:	Mrs Isobel Flexman – Acting Head
Address of School:	Pennywell Road Easton Bristol BS5 OTJ
Telephone Number:	(0117)3772260
Chair of Governors:	Mr. Jim Bull
Name of Inspector:	Sr. Anita O’Leary
Date of Inspection:	29 th and 30 th April 2004
Date of Previous Inspection:	8 th and 9 th December 1998

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MAIN FINDINGS

INFORMATION ABOUT THE SCHOOL:

Number of full-time pupils	147
Percentage of Catholic pupils	48

WHAT THE SCHOOL DOES WELL

- The head teacher is a committed and excellent leader. The Governing Body and the parish priest support her in an effective way.
 - The commitment of the whole staff - teachers, teacher assistants, mid-day supervisors and administrative officer is a strength of the school.
 - There is a clear mission statement which is based on the teachings of Christ. The openness and hospitality of adults and children is a lived experience of this mission statement.
 - The provision for Collective Worship is of a good standard and meets Diocesan and National requirements. The participation of children and adults in collective worship is effective.
 - The behaviour of the children is good. They are welcoming and well mannered.
 - The teaching of religious education is satisfactory to good.
- The parents are supportive of the school. They value all that the school does for their children.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER:

- Ensure that the learning environment-classes, displays, grounds –is a stimulating environment and so aid the learning of the children.
- Ensure that the induction of new staff and supply teachers is clear and that there are opportunities for staff development in the Catholic Faith.
- Update the EPR policy so as to be in line with Diocesan guidelines.

The Governors will prepare an Action Plan to address these issues. The Plan will be sent to all parents or guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION:

Key issue 1: *The role of the Religious Education co-ordinator to be re-established with suitable member of staff who has fewer demands on their time than the Acting Head teacher.*

The role of curriculum co-ordinator has been established as the Head's role and the governors approve of this.

Key issue 2: *The scheme of work to be supported by whole school planning.*

The scheme of work is developed through the adoption of the 2nd edition of 'Here I Am'.

Key issue 3: *Planning for Assemblies should reflect the worshipful nature of their purpose.*

The school assemblies are worshipful and are well planned. All members of the school community attend and take part in every assembly

Key issue 4: *The timetabling of Religious Education to be addressed to ensure time allocation is available.*

The timetabling of RE has been addressed to meet the requirements of the Bishop.

Key issue 5: *To maintain the targets of the Action Plan (1995) in ensuring the on-going development of the school community.*

The head teacher has monitored the teaching for RE and deems it at least satisfactory

Key issue 6: *Ensure that resources and their uses are agreed in conjunction with planning within the scheme of work.*

Provision has been made for an adequate supply of Bibles.

Key issue 7: *Standards of teaching and learning must be addressed to offer clarity of lesson planning, clear expectations and continuity between the Key Stages.*

Standards of lesson planning using the 'Here I Am' structure are much clearer and are consistent.

THE QUALITY OF TEACHING IN RELIGIOUS EDUCATION

- The quality of teaching is satisfactory to good.
- Most members of staff have a secure knowledge and understanding of the Catholic Faith.
- Lessons observed were well planned. The pace of lessons was generally good.
- Most lessons observed had the lesson intention clearly visible for the children.
- Lessons had a variety of tasks-finding and reading bible passages, writing own prayers and displaying them, writing eye witness accounts of the story of Pentecost.
- Teachers questioned the children effectively in order to extend and challenge learning.
- The children responded to instructions in a positive way; they worked in small groups and with partners.
- The children were given positive feedback during lessons.
- The support given to those children with special education needs, or English as a second language was good.
- The use of teaching assistants was good.

ASPECTS OF THE SCHOOL AS A CATHOLIC COMMUNITY

ASPECT	COMMENT
As a Catholic school	The Governors and the staff are fully aware of the Mission Statement. It is clear and expresses the philosophy and aims of the school. It centres on offering a balanced programme of Catholic Christian values in the midst of a diversity of cultures. Relationships are nurtured and an awareness of God is sought in all aspects of the school's life.
Worship	The Collective worship in the school is in keeping with National and diocesan requirements. Pupils showed a sense of reverence during acts of worship. This was observed during whole school gatherings and class prayers. The pupils are familiar with formal and informal prayers.
Spiritual Development	Teachers encourage the children to reflect on their attitudes and values in the light of the Gospels.
Moral Development	The pupils are, through the school's behaviour policy, able to distinguish between right and wrong. The pupils take part in fund raising for those less fortunate than themselves. There is a

	breakfast club which is a good example of how the school cares for the children.
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THE PARENTS' VIEWS OF THE SCHOOL

WHAT THE PARENTS LIKED ABOUT THE SCHOOL	WHAT ARE THE PARENTS' CONCERNS?
<p>The partnership between home and school is good. The parents find the school welcoming. They find the teachers approachable. The parents value the work of the school. There is a parents association which organises events for fund raising purposes. Parents feel that the school teaches Christian values.</p>	<p>None</p>

INTRODUCTION

CHARACTERISTICS OF THE SCHOOL

St Nicholas of Tolentine Catholic primary school is situated very close to the centre of Bristol. During this academic year the school has celebrated 150 years of Catholic Education. This was celebrated with two visits from Bishop Declan Lang, of the Clifton Diocese.

The school building was designed as an open plan Infant School in 1971. In 1985 the Infant and Junior schools amalgamated.

The grounds are landscaped. The two playgrounds have hard play and grassed areas. There is a selection of outdoor play equipment in both playgrounds. In Key Stage 1 area there is a recently built quiet garden, where children can sit quietly. There is a statue of Mary the Mother of God placed in this garden.

The school has a clear Admissions policy, which is in agreement with the Diocese of Clifton and Bristol County Council. The policy gives priority to Catholics but it welcomes applications from parents who wish to have a catholic education. There are currently 147 children on roll of whom 48% are catholic. A quarter of pupils are from a white British background and a similar proportion are from Black Caribbean heritage. The remaining pupils come from other ethnic groups, including Indian and other Asian and African backgrounds.

The percentage of pupils on special education needs is 24.3%, but no pupil has a statement for special education needs.

The children are taught in six classes. During the morning there are additional classes for children with special education needs.

MISSION OF THE SCHOOL

- 1 The Governors and the staff are aware of the Mission Statement. It is clear and expresses the philosophy and aims of the school. It centres on building relationships through offering the children a balanced education, enabling them to reach their full potential while rejoicing in the richness and diversity of the world around them in its many cultures.

- 2 The leadership of the school is very good. The acting head teacher is also the co-ordinator for religious education. She leads in a very positive and team building way. The acting head teacher is welcoming and considerate. All members of staff are committed to the care of the pupils. During the inspection it was observed that all members of staff value the contribution which the children make. This was evident in class lessons, and in how the children were treated by administrative staff when they came to the office. It was also very evident during the school council meeting which was observed. The contribution of the SMSAs was also evidence of how the school cares for the well being of the children

- 3 The links between the school and the parish are very strong. The Parish priest is the link governor for Religious Education. He is very aware of the developments in this subject. He ensures that Religious Education is reported to the whole governing body. He acknowledges the hard work of the acting head teacher and her staff. He is known by the children and celebrates many liturgies with the school. This year the school also has had the support of a Deacon, who (like the parish priest) visits the school often and has led liturgies for the school. During the inspection he was part of a very prayerful class collective worship, where each child received a special blessing. This year the school has celebrated 150 years of Catholic Education, during this time the school has had two visits from Bishop Declan Lang.

- 4 The partnership between home and school is good. Parents find the school welcoming, teachers are approachable. They value the work of the school. Reasons given as to why they chose this school were they wanted their children to receive a Christian education. Others expressed the care and support given to

children who come from different cultural backgrounds. Others send their children because of the discipline of the school. Parents are very happy with the standards of education which their children receive at the school. There is a PTA which organises events to raise funds for the school.

- 5 There are religious displays around the school. The quiet garden in the Key Stage 1 playground encourages the children to have some quiet time. The display in the reception area during the inspection reflected the Easter season. Most class rooms have a religious focus. Some were of a high standard and showed that they were changed regularly. Those that were good enhanced the learning environment for the children. The standard of display around the school needs to be improved so as to stimulate and aid the learning of the children. The religious focus for the classroom need to be placed in an area which is clear to the children. Also they need to be simple and reflect the topic which is being studied or the liturgical year.

- 6 The policies within the school reflect the Mission Statement. In particular the policies for special needs, religious education and the behaviour policy. The school has a policy for PSHE. This policy needs to be updated to follow the recent guidelines from the Diocese. During the inspection the breakfast club was observed, this club reflects the Mission Statement. The arrangement made for the children with special educational needs is evidence of how the Mission Statement is grounded in the reality of the school.

COLLECTIVE WORSHIP

- 7 The provision for collective worship is good and meets the diocesan and national requirements.
- 8 During the inspection a whole school and two class room collective worships were observed. The class room assemblies were well planned and the children responded in a positive way. The involvement and the participation of the Deacon was very good. The children are familiar with formal prayers. The children in reception were very responsive and very well behaved.
- 9 The collective worship in a special needs class encouraged the children to think about the word of God and to understand that they could talk to God in their own thoughts and prayers. Following the prayer time the children shared in drinks and biscuits. This enabled the children to ground their prayers in the reality of their lives. The hospitality of this class reflected the Mission Statement of the school.
- 10 The whole school assembly was good. The children's behaviour was very good. The participation of the children was good; there was a short procession to honour the Word of God. The children sang in a clear and participative way. They responded well to questions asked. They displayed an understanding of formal prayers.
- 11 The preparation for First Holy Communion programme is school based. The Religious education co-ordinator is responsible for this programme. The programme followed is 'I Belong'. The involvement of the children was good; they showed an understanding of whom they receive in Holy Communion. Also they showed an awareness of the awe and wonder of God in their lives e.g. Seeing God in the wonder of creation.
- 12 The classes have a religious focus, however, the focus could be kept up to date and could reflect the topic being studied. This would enhance the learning environment for the children. Most classrooms displayed a religious object, reflecting the catholic faith i.e. Statues, crucifix.

SPIRITUAL & MORAL DEVELOPMENT

SPIRITUAL DEVELOPMENT

- 13 The provision for the spiritual and moral development of the children is good. Teachers encourage the children to examine their feelings and emotions. The sharing of drinks and biscuits is a good example of how the children are cared for and supported. The early morning breakfast club is another good example.
- 14 The school is divided into four houses, named after Saints. The children are given points at the end of the week. The children respond well to this. Children in year 6 are elected as team captains; this gives them a sense of responsibility. At the end of the Friday assembly the house captains nominate other children for house points. These are children who during the week showed good behaviour and deserve recognition.
- 15 The attitude of the children to each other is very respectful. Good manners between pupils and adults were very evident during the inspection. Lunch times are managed in a positive way. Children come into the hall in an organised way; they wait patiently and are polite to those in charge of them. The caring atmosphere in the school is a strong contributing factor to this.
- 16 The dedication of the teachers, teacher assistants and mid-day supervisors gives a clear example to the children. The care and concern of the Head and all the teachers was clearly pointed out by parents during the inspection.
- 17 There is a system of care for the younger children; the scheme is called 'problem busters'. During the inspection it was observed that this system is good, the younger children were able to identify the 'problem busters' and their role within the school.

MORAL DEVELOPMENT

- 18 During the inspection no examples of bullying were observed. The use of the playground space is good. The children play in a safe environment.
- 19 A meeting of the school council was observed during the

inspection. The school secretary shares the responsibility of ensuring the running of this council with the head teacher. The Chair of the school council led this meeting, allowing each member to share their concerns. The children expressed themselves clearly.

- 20 The children are encouraged to think about the less fortunate than themselves. During this academic year the school has raised money for UNICEF and CAFOD.

STANDARDS ACHIEVED BY THE PUPILS

ATTAINMENT AND PROGRESS

Attainment

- 21 The standard of attainment at both key stages is satisfactory to good.
- 22 The attitude of the children to religious education is positive. During lessons observed the children had opportunity to write their own prayers, look up scripture. They were challenged to write eye witness accounts of the events of Pentecost.
- 23 The religious education scheme which the school is following is 'Here I Am'. During the inspection it was clear that the teachers are very familiar with this scheme. The planning for this scheme is in keeping with the guidelines given by the Diocese.
- 24 The standards of behaviour during lessons are good. The pupils are attentive during lessons and show an interest in their work. The management of pupils with behaviour problems was good. Teachers' use of LSAs was good. Some support given to children with English as a second language was very good.
- 25 The school is following the guidelines given by the Diocese on ways of assessing religious education. It is hoped to develop the assessing of religious education by keeping it in line with the tracking system in the school.
- 26 Pupils make satisfactory to good progress in religious education. They respond well to challenging tasks. Evidence in books showed development across the Key Stages.

ATTITUDES TO LEARNING

- 27 The attitude of the children to learning is good. They are positive in their responses to questions asked.

- 28 The children listen attentively to class teaching, where the learning outcome was clear; the children worked in a calm environment.
- 29 During the inspection it was evident that the children work together in a collaborative way, they treat each other with respect. They respected the opinions of others.

QUALITY OF RELIGIOUS EDUCATION PROVIDED

TEACHING

- 30 The quality of teaching is satisfactory to good. Examples of satisfactory and good lessons were observed. All lessons observed were well structured and the pace was generally good.
- 31 Most teachers demonstrated knowledge and understanding of the Catholic faith. There is a need to ensure that there is support given to those teachers who are not Catholic.
- 32 Most lessons observed had the lesson intention clearly visible for the children. These learning intentions were in line with the topic being studied. Most teachers built on previous learning.
- 33 Tasks which were set were appropriate for age groups being taught. Some tasks were more challenging than others. There was evidence of effective questioning, especially of the children in the older classes. Extension work was planned for those children who completed within time.
- 34 The working environment for the children could be improved. Some of the religious focus points within the classrooms were untidy. Some were overcrowded. The focus in the Foundation class was well kept and evidence of photographs showed that this focus was changed at regular times. There was a religious display in the main entrance which was in keeping with the Easter season. Most class rooms displayed the mission statement and golden rules.
- 35 The management of TA support was effectively managed

RELIGIOUS EDUCATION CURRICULUM AND ASSESSMENT

CURRICULUM

- 36 10% of teaching time is spent on religious education This does not include collective worship. This is in keeping with the guidance of the Diocese and the Bishops of England and Wales.
- 37 The scheme of work followed is 'Here I Am', (2nd Edition). The school has followed the guidance given by the Diocese with regard to planning. All teachers are following this planning.

- 38 The school has a policy for religious education which has been updated since the last inspection. The aims of this policy are clear and are based on the teachings of Jesus Christ. There is a policy for PSHE, but this needs to be updated and brought in line with the guidance given by the Diocese.
- 39 The curriculum for religious education is very well supported by the parish priest. During the inspection the support given by the Deacon was very good. The children all spoke of knowing both the parish priest and the Deacon.
- 40 The preparation for First Holy Communion is supported by the school. The co-ordinator for religious education takes charge of this. A First Holy Communion class was observed during the inspection. The children were very responsive to this class.

ASSESSMENT, RECORDING AND REPORTING

- 41 Religious education is included in on the annual report to parents.
- 42 The governor responsible for religious education ensures that developments for RE are reported to the whole governing body.
- 43 Assessment for RE is in keeping with the guidance given by the Diocese. There is a tracking system in the school for literacy and numeracy. It is hoped that RE will be added to this system. This is an ongoing development.

THE MANAGEMENT OF RELIGIOUS EDUCATION

LEADERSHIP AND MANAGEMENT

- 44 The acting Head teacher is also the religious education co-ordinator. She has provided very good leadership in both of these roles. She is committed to raising standards in all areas of the curriculum.
- 45 The school governors fully support the acting Head teacher and her vision for the school. The governor for religious education is the Parish priest and he is often in the school, supporting staff, talking to children. He ensures that RE is reported to the whole governing body.
- 46 The Chair of Governors is also a frequent visitor to the school. He has attended collective worship and school celebrations. He is aware of the developments on religious education. He is very proud of the ethos of the school and how the school aims to live the mission statement. He is aware of the need to support staff in the development and teaching of the Catholic Faith.
- 47 The school has a very experienced secretary. She and her assistant are very welcoming and contribute in a positive way to the life and mission of the school.

STAFFING, ACCOMMODATION AND LEARNING RESOURCES

- 48 The present school building was redesigned when the Infant and Junior buildings amalgamated in 1985. There have been a number of building alterations so as to cater for the needs of the children, including a library extension, and group/resources room. There is a need to ensure that the environment in which the children work is kept tidy and that the learning environment is challenging for the children.
- 49 The children are aware of their environment; during the school council meeting they raised the issue of litter around the school.
- 50 There is no fixed budget for religious education. Resources are bought when they are needed.

DATA AND INDICATORS

Pupil Numbers

Year	RC Boys	RC Girls	Non RC Boys	Non RC Girls	Total RC	Total Non RC	TOTAL
Reception	9	3	3	9	12	12	24
Year 1	4	4	8	4	8	12	20
Year 2	4	5	3	8	9	11	20
Year 3	3	6	8	3	9	11	20
Year 4	7	2	7	7	9	14	23
Year 5	8	8	3	4	16	7	23
Year 6	4	3	3	7	7	10	17
TOTAL	39	31	35	42	70	77	147

Total Numbers:	BOYS: 74	GIRLS: 73
Catholic Pupils:	Total: 70	of School Population 48 %
Pupils from other Christian denominations:	75	
Pupils from other faiths:	2	
Pupils with statement of special educational needs:	0	
Standard admission number for pupils:	30	

Staff

NUMBER OF TEACHERS:

Full-time		Part-time	
Catholic: 4	Other: 4	Catholic:	Other:

LEARNING SUPPORT ASSISTANTS:	(total 89 hours per week)	
RE QUALIFICATIONS:	Teachers with CCRS (or former teachers certificate)	2
	Teachers with main subject RE in teaching qualification:	
	5-Day Modular Training	1
TOTAL TEACHING TIME PER WEEK:	Reception:	23.45
	Key Stage 1:	23.45
	Key Stage 2:	26.15

TOTAL TEACHING TIME FOR RE PER WEEK:	Reception:	Approx 2 hrs
	Key Stage 1:	Approx 2 hrs
	Key Stage 2:	Approx 2.5 hrs

Percentage of total teaching time spent on RE: 17 %

Percentage of curriculum time allocated to classroom RE: 10 %

Annual Financial Budget for RE:	None (As the need arises)
Main RE programme for RE scheme of work:	Here I am
RE Documents:	Policy for R.E. Mission Statement, PSHE

Parent Survey:

Number Distributed = 136(Families)

Number Returned = 33

HOW SATISFIED ARE YOU THAT THE SCHOOL	Very Satisfied %	Satisfied %	Dissatisfied %	Very dissatisfied %	Unable to comment
1. Makes you feel welcome to visit?	41	53	6		
2. Gives encouragement to parents to play an active role in the life of the school.	44	44	6	3	3
3. Influences Christian values on all aspects of life of the school	47	44			9
4. Provides information about the RE programme in the school	21	47	12	6	14
5. Reports on the work my child does in RE	12	50	24		14
6. has an effective Personal, Social and Health programme, including sex and relationship education	18	30	20		32
7. has effective provision for children with additional educational needs	30	32	9	6	23
8. Meets the needs of all pupils, including those who are not Catholic,	38	30	9		23

Percentages rounded to nearest whole number