



Archdiocese of Birmingham

Section 48 Monitoring Visit

ST OSBURG'S CATHOLIC PRIMARY SCHOOL

Upper Hill Street, Coventry, CV1 4AP

Inspection date	16 th March 2016
Reporting Inspector	Mr T J Hughes

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Voluntary aided
Age range of pupils	3 – 11 years
Number on roll	231
Appropriate authority	The Governing Body
Chair of Governors	Mrs Chris Coleman
Telephone number	024 7622 7165
E-mail address	admin@st-osburgs.coventry.sch.uk
Date of previous inspection	March 2011
DFE School Number	331 3406
Unique Reference Number	103711

Headteacher	Mrs N Rynott
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Previous inspection:	1
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This inspection:	1
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DIOCESAN EDUCATION SERVICE





March 2016

Diocesan Education Service,
Don Bosco House,
Coventry Road,
Coleshill,
B46 3EA

Mrs N Rynott
St Osburg's Catholic Primary School
Upper Hill Street
Coventry
CV1 4AP

Dear Mrs Rynott

Section 48 Monitoring inspection: 16th March 2016

Thank you for the very warm welcome you, your governors, pupils and staff gave to me when I inspected your school on 16th March 2016 and for the information you provided both before and during the inspection. In particular I would like to express my gratitude to the acting parish priest and governors for being so generous with their time.

The inspection was a "light touch" monitoring inspection because your school was judged at the last section 48 inspection to be an outstanding school and because it is now five years since you last received a diocesan inspection.

The purpose of the inspection was to assess the quality of the school's self-evaluation and improvement planning for Catholic life and religious education. In order to make this judgement I read school documents, including a summative self-evaluation, I interviewed senior leaders, the link governor for RE, the acting parish priest, the subject leader for RE, the newly qualified teachers and a group of pupils. I attended a whole school assembly, observed 4 part lessons with the headteacher and looked at a sample of pupils' written work. I was accompanied by pupils on a learning walk around the school. I attended a lunchtime prayer meeting led by the pupil chaplaincy team.

Catholic Life

In its self evaluation the school rightly judges all aspects of its Catholic life to be outstanding. This judgement is based on sound and rigorous procedures of monitoring and consultation. The governors and the staff of St Osburg's are committed to ensuring that the school becomes a flourishing centre of Catholic lifelong learning. The leadership of the school views self evaluation as an on-going process. The responsibility for self evaluation is shared by all stakeholders committed to their vision for the school, which is to provide a high quality, purposeful and transforming Catholic education for the community that they serve. The governors and senior staff recognise that working together on effective self evaluation will assist the pupils in achieving high academic standards and help them to respond to the challenge of expressing their God-given gifts.

The school leaders have evolved in the way in which they judge the school's provision and outcomes in Catholic life and RE. They have conscientiously set up regular and comprehensive systems, which provide opportunities to formally monitor religious practice and have created a climate, which promotes a flowing dialogue about the effectiveness of the mission of the school. The school's annual monitoring and evaluation cycle has a section dedicated to the monitoring of RE and Catholic life, which is followed each year and adjusted should evaluation highlight specific deficiencies which need addressing. Governors are involved in this monitoring. Through their attendance and participation in meetings, religious celebrations and monitoring activities, the governors contribute from first hand experience. They evaluate provision referencing the framework for Ofsted and RE inspection. Each class has their own governor who is



known by all the children. Governors attend new reception parents' meetings, sacramental preparation meetings, assemblies, class prayer times and carry out the Catholic ethos audit. Outcomes and suggestions from these processes feed into the RE action plan. The governors' quality and standards committee reviews the attainment and achievement of pupils and analyses data by considering vulnerable groups to see that they are performing comparably. The governing body monitor school policies to ensure that the Catholic nature of the school is implicit in all documentation. Evidence in governors' minutes show how they hold senior leaders to account to ensure policies and procedures are robust. Governors ensure that the school improvement plan and performance management for senior staff is linked to aspects of developing the Catholic life of the school. The governors hold the senior school staff to account by requiring that they are regularly informed of the quality of the Catholic life of the school and how it may be enhanced, adapted and improved. During regular governing body meetings they will scrutinise the content of the headteacher's and RE leader's reports, taking in the detail and making judgements and observations about developments. Additionally, governors join learning walks around the school to view, first hand, the elements of the school's spiritual life, which are influencing the pupils' understanding of faith, their engagement with the Gospels and their active prayer life.

The link governor for RE, who is an experienced RE school leader, undertakes a more specific monitoring role, which includes work scrutinies and lesson observations. She has regular liaison meetings with the RE subject leader and headteacher, where she is able to make judgements about the standards and the vibrancy of the Catholic life. The results of these appraisals are discussed with the pupils and staff and then brought to governing body deliberations during the annual school development planning process. The acting parish priest visits the school each week and consults with class teachers on the readings, prayers and themes of the Mass. This established routine allows him to both appraise the quality of the Catholic life of the school and to ensure that his celebration of the weekly Mass is consistent with the liturgical and spiritual themes being delivered to the pupils in school.

Monitoring, review and development are well established, effective and consistent processes used by the school staff in appraising and improving the provision of Catholic life. The subject leader and headteacher are aware of the strengths and areas for development through regular and secure monitoring procedures. Findings feed into action plans or result in swift feedback and adjustments in approach in order to improve provision as soon as possible. Subject leader action plans are reviewed termly as is the school improvement plan. Progress towards success criteria is carefully monitored and the governors are kept informed.

The input of the pupils in the developing Catholic life of the school has grown to some significance in the past two years. The pupil chaplaincy team regularly takes a lead in the spiritual direction of the school through both the design and delivery of prayer and through their views on the nature of the Catholic life of the school. The platform of pupil democracy in the school allows confident participation by the pupils in consulting and shaping the future of St Osburg's as a Catholic school. The views of the pupils are referenced by the senior teachers and governors when undertaking school improvement planning.

The outstanding prayer life and collective worship throughout the school has been generated through the determination of the governors, staff and pupils to reflect upon the spirituality of the community. They have carefully considered the key elements and mediums through which their relationship with God and one another may be enhanced. There is clear evidence of the active participation of the pupils; they demonstrate enthusiasm and joy in all aspects of worship.

Religious Education

The tracking of pupil achievement in RE, the outcomes of the school's sturdy procedures for monitoring teaching, book trawls and moderation of work all confirm the school's own appraisal that the provision of RE is outstanding. The RE leader maintains detailed and informative records of achievement, which not only provide a picture of pupil progress from the baseline entry levels at reception to the final end of Key



Stage 2 attainment, but also are clear in identifying the specific needs of key groups. For example the governors were recently able to examine the specific needs of the lower Key Stage 2 pupils and sanction interventions to support their learning and progress.

The observation of teaching is shared, regular and organised to take account of all aspects of the liturgical year. The outcomes of these observations are fed in to staff training with the strongest elements of RE teaching being modelled to improve performance. As a result of this systematic review and the high expectations of the senior staff, the quality of teaching is outstanding.

The school takes full advantage of Catholic partnerships with other local leading Catholic schools. These relationships provide opportunities for staff at all levels to share and moderate pupil work to assist the teachers at St Osburg's in improving their planning and teaching of RE.

The scrutiny of pupils' work occurs each term providing the opportunity to assess pupil progress over time and evaluate the impact of the assessment and feedback policy. Senior staff have recently introduced this policy to prompt more in depth engagement by the pupils in their own learning and individual thinking about how the life of Jesus and the exploration of gospel values relates to their own lives. A more detailed dialogue between pupils and teachers is evolving as a result, although this policy still needs to be embedded across all year groups.

As the school has increased in size and diversity of need the school leaders have developed their capacity to support this growth through more finely tuned self evaluation procedures. For example the governors and senior staff are conscientious in working with and supporting more recently appointed staff and ensuring they are well supported as they take on the significant responsibilities of leading worship and improving the Catholic life of the school. The views of new teachers and their aspirations to maintain the outstanding provision in RE are considered and both time and resources are given to secure high quality standards and performance. In depth review has prompted the headteacher and her senior leaders to be single-minded in striving for continuity of approach and liturgical language amongst all classroom staff. This has led to a very strong level of spiritual communication amongst the pupils from Nursery through to Year 6.

The skill and commitment of the headteacher, staff and governors at St Osburg's Catholic primary school are evident in the reliable and accurate process of analysis and self-evaluation. Comprehensive monitoring is seen as integral and necessary to the development of school's spiritual provision. The frequency and rigour of their examination of their RE curriculum delivery and Catholic life involves the whole school community. This process is fuelled by a sincere desire to make the school's mission as '*a community of love, learning and growing in the image of Christ*' a daily meaningful experience for the children who attend St. Osburg's Catholic primary school.

Yours sincerely

Mr T J Hughes
Diocesan Inspector