



DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

St Hugh's Catholic Primary Voluntary Academy

Woodfield Avenue, Lincoln, LN6 0SH

School URN:	139627
Inspection Date:	24 April 2018
Inspectors:	Dr Eilis Field and Mrs Patricia Hurd

Overall Effectiveness	Previous Inspection:	Outstanding	1
	This Inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Outstanding	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Hugh's Catholic Primary Voluntary Academy is an outstanding Catholic school.

- St Hugh's is a joyful, vibrant community with a deeply committed team of staff dedicated to giving their pupils the best possible start in life. Under the strong leadership of the headteacher, the school has managed to retain its cherished traditions but at the same time review and adapt its practices in order that the school continues to meet most recent definitions of excellence in education. A skilled and watchful governing body maintain an optimum balance of support and challenge and by doing so, ensure the school's continued prosperity.
- The Catholic Life of the school is outstanding. Catholic values permeate every aspect of school life. Displays of an exceptionally high quality provide a bright, welcoming environment from on entry and throughout the school, bearing visible witness to the high priority afforded to the Catholic Life of the school. Pupils and staff are kind towards one another and warm and welcoming towards visitors.
- Collective Worship in the school is outstanding. Pupils lead whole school and class Acts of Worship with confidence and a high degree of independence. From the very youngest classes, staff develop pupils' ability to prepare and lead Acts of Worship following the four aspects of liturgical worship: Gather together, Listen to the Word of God, Respond to the Word, Go Forth/Mission.
- The teaching and learning of Religious Education is outstanding. Lessons are consistently good or better. Pupils demonstrate their passion and commitment to learning in Religious Education and view it as one of their most important lessons. They concentrate well and are rarely off task.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- The school is a slightly larger than average size primary school. There are currently 289 pupils on roll.
- The school served the parishes of St Peter and St Paul and St Hugh's , Lincoln.
- 60% of the pupils are baptised Catholics, 23% are from other Christian denominations, 1% are from other faith backgrounds and 15% have no religious affiliation.
- St Peter and St Paul's Catholic Secondary School receive the highest proportion of year 6 pupils. The remaining pupils transfer to one of the local secular secondary schools.
- 20% of pupils have special educational needs and/or a disability (SEND) at 'school support stage', 10% of whom have an education, health care plan (EHCP).
- 17% of pupils are eligible for the Pupil Premium.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Catholic Life:
 - In a time and resource manageable way, support the diocese in its mission to secure an excellent standard of Catholic Life in all of its schools by sharing the outstanding practice in St Hugh's with schools across the diocese and in particular, the St Thérèse of Lisieux Catholic Multi-Academy Trust.
 - Continue to explore strategies to ensure that the Catholic Life of the school continues to thrive as the nature of the pupil catchment changes.
- Collective Worship:
 - Further raise the status and ownership of pupil chaplaincy by allowing them a genuine role in its development, for example, by involving pupils in drawing up this strand of the school development plan, allowing them a small budget and holding them to account for its use.
- Religious Education:
 - Ensure more able pupils are provided with the opportunity to develop a greater depth of understanding by finding creative ways to enable them take ownership of their learning and to challenge them to work at a higher level.
 - Further develop pupils' understanding of the 'driver words' in Religious Education as a learning continuum which can be used for assessing and up-levering their own work.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	1
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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school – outstanding

- Pupils fully embrace their stated mission to 'Live, Love and Learn through the Light of Christ'.
- All pupils speak enthusiastically about the positive impact of the Catholic Life of the school on their lives. 'It helps us to be better people', 'We can share the good news about God', 'It is why everyone here is kind' were typical of their comments.
- Pupils' behaviour both in and out of class is exemplary.
- Pupils are keen to reach out to others through charitable works at a local and a global level. Neonatal Baby Care Lincoln and CAFOD are just some of the charities that pupils have supported.
- St Hugh's was the first school to be adopted by the County Council to support fair trade and to date have raised £15,000.
- Pupils appreciate the opportunities they have to develop their talents in a wide range of ways. For example, some pupils excitedly reported how they had grown flowers and vegetables in the prayer garden.

The quality of provision for the Catholic Life of the school – outstanding

- There is tangible warmth of relations between staff and pupils.
- Staff give willingly of their time and their wide range of talents to the school and the parishes it serves. Many run extra-curricular activities and support catechesis and music in the parishes.
- A holistic approach to learning is firmly rooted in Gospel values. The curriculum is enriched with a wide range of extra-curricular activities. The school's awards include, Arts Council, Music Make and Eco-Schools.
- The school makes clear that its desire to 'represent 'the Gospel teachings of Jesus Christ and the teachings of the Catholic Church as we strive to develop the talents of every member of our community' underpins all its policies.
- The school has adopted the Relationships and Sex Education (RSE) programme 'A Journey in Love' and staff have attended training led by Sr. Dorothy. The teaching of RSE is fully in-keeping with the teachings of the Church.
- The school joyfully participates in initiatives such as 'The Year of Mercy', 'The Heart that Sees' and 'The Adoration of the Eucharist'.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school – outstanding

- The headteacher leads by example and ensures that the Catholic Life of the school is unapologetically at the heart of all that the school does.
- Thanks to a dedicated team, leadership of Catholic Life is to be found at every level. As a result, the teacher covering the subject leader for Religious Education whilst she is on maternity leave is doing so with a high degree of competence.
- The school is not complacent. Following the example of the headteacher, all the staff are reflective practitioners, proactively seeking ways in which to make further improvements to their practice.
- Good induction procedures and an ongoing programme of professional development are in place for all staff.
- Systems for monitoring and evaluating the Catholic Life of the school are robust and analytical.
- Governors and leaders are aware that the make-up of pupils is changing with a decline in the proportion of pupils from traditional Catholic backgrounds. Whilst welcoming the increased diversity, they understand the need to take a strategic approach in order to ensure that the Catholic Life of the school continues to thrive.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	1
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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for the Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship – outstanding

- Pupils regard prayer as central to the life of the school and this is reflected in the excellent behaviour they display throughout Acts of Worship.
- All pupils participate fully and contribute thoughtfully in Acts of Worship. They show reverence and respect: prayerful silence is observed, ideas are shared sensitively and communal prayer is shared with enthusiasm.
- The 'Adoration of Eucharist' was greatly valued by all pupils who were inspired by this occasion to pray and to seek ways in which to support those less fortunate than themselves.
- With a high degree of independence, pupils lead Acts of Worship which are thoughtful and creative. For example, a Year 6 led Act of Worship around the theme of St Paul's 'Body of Christ', concluded with each person being given a piece of jig-saw to remind them that they are one part of a bigger picture.
- Pupils demonstrate considerable knowledge of the Church's liturgical year and the Bible.
- The pupil chaplaincy team is held in high esteem by their peers.

The quality of provision for Collective Worship – outstanding

- From the youngest classes, pupils develop an understanding of the four aspects of liturgical worship: Gather together, Listen to the Word of God, Respond to the Word, Go Forth/Mission.
- As a result of ongoing professional development, staff are able to develop pupils' ability to create an atmosphere conducive to prayer through the skilful use of prayer focuses, music and silence.
- Attention is given to setting the mood and atmosphere for Collective Worship, resulting in times which are highly prized by all participants. Resources are carefully chosen to complement the theme of the occasion, adding to the richness of times for prayer and worship.
- The quality of prayer areas throughout the school is exemplary. Classroom prayers areas are of a high standard and enable the pupils to be proactive.
- The small indoor chapel, beautifully decorated and with attractive stained glass windows, is an oasis of peace where pupils can reflect and pray. Parents and pupils take full advantage of the prayer wall just outside where they can leave their prayer intentions or thanksgivings.
- Outdoors, there is a well-cared for prayer garden with a statue of Our Lady at its centre. Supported by adults, pupils take pride in its upkeep. Reception enjoy their own attractive prayer space in the outdoor area.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship – outstanding

- All staff, including leaders, are visible during Collective Worship and model its importance by joining in with actions and responses.
- Staff understand the concept of pupil-led liturgy and this was very much reflected in the way in which pupils leading a whole-school Act of Worship looked to one another for guidance when they were uncertain, rather than to an adult.
- The prayer life of the school is greatly enhanced by a deacon from St Hugh's and although recent arrivals, the parish priests from St Hugh's and St Peter and Paul's have already forged very positive links with the school.
- The leadership closely monitors the prayer and liturgical life of the school and the headteacher continually reviews its quality in the light of best practice across the diocese.
- Governors and parents regularly attend Acts of Worship and their feedback is noted and acted upon.
- Pupil skills are now at a point where the status and ownership of pupil chaplaincy could be further enhanced by allowing them a genuine role in its development, for example, by involving pupils in drawing up this strand of the school development plan, allowing them a small budget and holding them to account for its use.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	1
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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education – outstanding

- Pupils enjoy and value Religious Education and recognise the positive influence it has on their lives.
- Behaviour for learning is good in all classes. Pupils join in with discussions and are focused when carrying out written tasks.
- From their varied starting points, all groups of pupils make at least good progress and some make outstanding progress in Religious Education over time.
- As a result, pupil attainment in Religious Education is significantly higher than diocesan averages. (In 2017, the proportion of pupils attaining at Level 4 or above was 87% compared to the diocesan average of 67%).
- Pupils' oral responses in Religious Education support the view that some pupils are capable of working above the expected level for their age. For example, a Year 1 pupil reflected, 'God sent the Holy Spirit to remind the apostles of all the good things that Jesus did and make them want to share the Good News that Jesus is alive'.
- Pupils are aware of and do refer to the 'driver words' in Religious Education but do not yet understand them as a learning continuum which they can use to assess and up-level their own work.

The quality of teaching and assessment in Religious Education – outstanding

- Teaching across the school is at least good and some of the teaching observed was judged to be outstanding.
- In the younger classes, where teaching was judged to be strongly good or outstanding, pupils were engaged by the lively delivery of the teacher where Bible stories were told and pupils' were drawn into their retelling rather than them simply being read to pupils. The pace of these lessons was good and activities were creative and engaging.
- In older classes, where teaching was judged to be strongly good or outstanding, tasks creatively challenged pupils to think more deeply about the Scripture passages they were studying, for example, by comparing the scene in classical religious artwork to the biblical account.
- Key Stage 2 work books showed that unwaveringly consistent high expectations of pupils' written work is a key factor in securing the high outcomes achieved by the school.
- More able pupils, however, would be capable of achieving a greater depth of understanding if they were given more independence and allowed more ownership of their learning.
- The school's marking policy is consistently adhered to across the school; however, there is little evidence of pupil self-assessment or up-levelling of work.

The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – outstanding

- Leaders ensure that at least 10% of teaching time is devoted to Religious Education.
- The high priority afforded to Religious Education is reflected in the training of all staff, appropriate to their level of development and expertise. The subject leader regularly attends diocesan training for Religious Education and other members of staff are taking the 'Bishop's Certificate'.
- A strength of the leadership is the expectation that staff disseminate what they have learnt on training and that the school acts on this information.
- The strong commitment of all staff is also a strength of school leadership as it has expanded the capacity for leadership at all levels. For example, whilst the subject leader for Religious Education has been on maternity leave, the teacher covering the post has competently ensured that the high standards set by the subject leader for Religious Education are maintained and developed in her absence.
- The headteacher has robustly addressed the recommendation of the 2013 report that the school: *'Further develops the analysis of the pupil tracking system including attainment of different groups to ensure even higher outcomes for all learners in Religious Education'*. He has developed a tracking system that shows clearly the progress and attainment of all groups of pupils.
- Governors use the data provided by the school's leaders to hold them to account for pupil outcomes in Religious Education and the steps taken to address any underperforming groups.

SCHOOL DETAILS

School Name	St Hugh's Catholic Primary Voluntary Academy
Unique Reference Number	139627
Local Authority	Lincoln

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 10 Religious Education lessons and 2 Acts of Collective Worship.

Meetings were held with the headteacher, the acting subject leader for Religious Education, three governors and the Parish Priest from St Peter and St Paul. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment information and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

Chair of Governors:	Mr John O'Connor
Headteacher:	Mr Gregory Hughes
Date of Previous School Inspection:	20 June 2013
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WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

Grade 1	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
Grade 2	Good	The school is an effective Catholic school. Pupils' needs are met well.
Grade 3	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
Grade 4	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.

In addition to the information above, if any one aspect of the evaluation schedule is found to 'require improvement', the school will receive a monitoring visit within one year of the publication of the report.