

St Philip Neri with St Bede

URN: 141460

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

07–08 November 2024

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

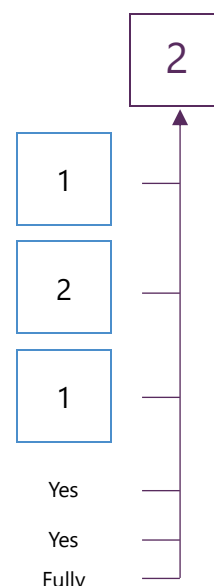
Collective worship (p.7)

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

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

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



Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with the additional requirements of the diocesan bishop.
- The school is fully compliant with regard to its previously identified areas for development, having addressed the targets set from the previous inspection.

What the school does well

- Leaders and governors are fastidious in ensuring that the school puts Christ at the centre of school life at St Philip Neri with St Bede.
- Staff demonstrate their full commitment to the promotion of the Catholic life and mission of the school by being exemplary role models, building and fostering excellent relationships.
- Staff provide the highest levels of inclusivity and pastoral care for pupils and there is an explicit and concrete commitment to the most vulnerable.
- During religious education lessons, pupils engage deeply, and with full, active and conscious participation. Behaviour is exemplary.
- The exemplary quality of sacred space beautifully reflects the Catholic identity and mission of the school.

What the school needs to improve

- Enable pupils to fully articulate the theology underpinning their actions in relation to Catholic Social Teaching.
- Ensure that pupils understand explicitly what they need to do to make progress in religious education.
- Ensure that higher ability pupils move quickly to deeper tasks in religious education lessons.

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

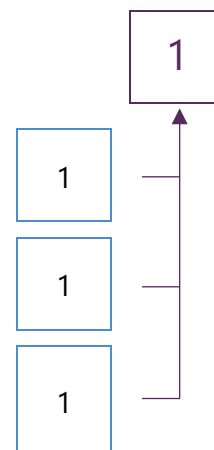
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 have a clear understanding of the school's mission, 'We put Christ at the centre of our lives: think, speak, act'. Pupils can confidently articulate an understanding of their self-worth and the Catholic virtues of their school. They enjoy receiving 'virtue tokens' for living out these virtues. One parent commented, 'I particularly like the school's virtues system and how it highlights and encourages Catholic values'. Pupils also have regular opportunities to live out their Catholic mission through activities such as spending time with residents of the local care home, litter picking and collecting food donations for a local foodbank. In addition, the weekly 'word of the week' promotes a specific mission for pupils to carry out across the school. Pupils show a deep respect for others and this is evident in their exemplary behaviour in lessons and throughout the school. All pupils show a deep respect for those of different faiths, drawing upon their experience in lessons and wider opportunities such as the 'Other Faiths Roadshow'. They show great care towards the most vulnerable. For example, each class selects their own charity to raise funds for, linked to issues that are important to them. Pupils are beginning to articulate aspects of the theology underpinning their actions. The chaplaincy team is held in high esteem by their peers. Pupil chaplains from Year 2 to Year 6 feel honoured to represent the school in many whole-school and trust-wide events, most recently 'The Season of Creation Day of Prayer'.

Staff are fully committed to the promotion of the Catholic life and mission of the school rooted in the word of God. One staff member said that the 'noticeable truth of the message in school' inspires their own faith journey. Staff are exemplary role models. Their calm, caring and inclusive approach has a highly positive impact on pupil well-being. There is a passion within the staff team for reaching out to the most vulnerable pupils and families; this is evidenced through the school's highly effective pastoral provision. The school environment, both indoors and outdoors,

shows explicit signs of the school's Catholic character. There is a highly creative use of prayer areas, for example, the Liturgical Lounge. The school has a dynamic and well-planned chaplaincy programme which supports the formation of pupils, staff and families. The school's relationship, sex and health education curriculum meets statutory and diocesan requirements.

Leaders and governors are committed to ensuring that the Catholic faith permeates daily practice. They engage fully with the diocese and strive to ensure that the parish is closely involved throughout the liturgical year. Many staff members and leaders are highly active in parish ministries such as sacramental preparation, children's liturgy and the parish council. Leaders have rightly prioritised supporting those who are most vulnerable by providing high quality pastoral support. Families greatly value this provision and it exemplifies the Church's preferential option for the poor. Leaders and governors are fastidious in exercising their duty as guardians of the Catholic life and mission of the school. The school's self-evaluation is coherent and rigorous. Staff are unanimous in affirming that the school is highly supportive and committed to their well-being and formation. One staff member said that the staff team 'demonstrates the mission statement of putting Christ at the centre of our lives without even trying. It is embedded in everything'. The school is now beginning to consider how to make further connections between discrete subject areas and Catholic Social Teaching in order to further express the Catholic understanding of reality.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

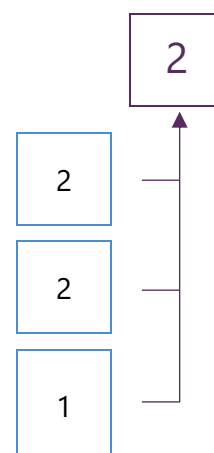
How well pupils achieve and enjoy their learning in religious education

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



On entry, pupils have a limited understanding of religious education. They make good progress through to the end of Key Stage 1, particularly if they have come through the school's own nursery. The pupils make further progress through Key Stage 2 with the majority of pupils making expected progress, including pupils with special educational needs and disabilities (SEND) and those who are disadvantaged. Pupils produce work that shows signs of individuality and creativity. Pupils are religiously literate and engaged in their learning. They are supported to use subject specific vocabulary to express their understanding. They approach their lessons with great interest and enthusiasm and understand that religious education is a special lesson. Pupils are attentive to each other during 'talking partner' opportunities. They understand the tasks set and say that religious education is as challenging as their other core subjects. Pupils are beginning to develop an understanding of how well they are doing, supported by the 'steps to success' model. However, pupils are not always clear about what they need to do to improve.

Teachers across the school are confident and knowledgeable, adapting religious education lessons so that all pupils can make good progress relative to their starting points. Teachers use questioning during lessons to identify where pupils are in their understanding. However, teachers do not always ensure that higher ability pupils move to deeper tasks in lessons more quickly, recognising their capacity to make more rapid and sustained progress. Lessons are well planned, have a clear focus and follow the 'Come and See' programme. The use of 'sentence starters' helps to give pupils an initial written beginning upon which to build. Lessons link to the bishop's themes of encounter, discipleship and missionary discipleship. Teaching assistants are effective and are particularly good at supporting vulnerable pupils, ensuring that all pupils are able to access and engage with the curriculum, and be part of peer group activities. Pupils are well motivated because their efforts are routinely praised and celebrated in lessons. Teachers

provide many opportunities for pupils to reflect on the impact of religious education on their moral and spiritual development. Teachers provide pupils with learning opportunities encompassing a variety of forms of expression including art, role-play, letter writing and interviews.

Leaders and governors make a very significant impact on the quality of provision throughout the school. They have an inspiring vision for the development of religious education across the school and, as a result, improvements have been made rapidly in recent years. Leaders and governors ensure that religious education has full parity with other core subjects in terms of both curriculum time and resourcing. The curriculum is coherently sequenced, enabling pupils to progress. A range of enrichment activities are provided to enhance provision, for example, Cafod's Catholic Social Teaching workshops. Monitoring and evaluation are thorough and planned carefully throughout the academic year, and the findings are used to strategically shape provision. Leaders and governors are now turning their attention to ensure that the more able pupils make the best possible progress through challenge activities. Leaders work closely with the diocese and the Our Lady of Lourdes Catholic Multi-Academy Trust. They routinely attend religious education training days and welcome the extensive offer that the diocese and trust provide. Governors have regular contact with the headteacher and ensure that there is critical support. They are tenacious in their approach to improving the quality of religious education across school; they have participated in diocesan training allowing them to ask the right questions and to challenge leaders effectively. As a result, they are able to challenge leaders and verify both the quality of teaching and learning and the validity of pupil outcomes.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

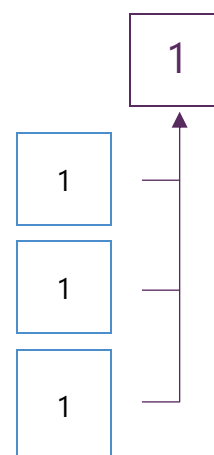
How well pupils participate in and respond to the school's collective worship

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 work well with others, including teachers and lay chaplains, to plan creative and well-constructed experiences of prayer and liturgy. They use the knowledge and skills learnt both within and beyond the classroom, as well as from the examples offered by their teachers and the lay chaplains from the local hub. Pupils engage deeply in prayer and liturgy through prayerful silence, symbolic action and spontaneous prayer. Their attentiveness and wholehearted response to prayer is evident, for example by signing responses to 'Sorry' and 'Thank you' prayers. The Church's liturgical year is clearly understood and celebrated by pupils with displays and focus tables that highlight these times. Pupils play an active role in the upkeep of these spaces and demonstrate a deep respect for them. Pupils are rightly proud of the extent to which they contribute to the prayerful community where they live and work.

Creatively planned prayer and liturgy is integral to routine gatherings of pupils, staff and leaders. The school's annual plan of provision forms a naturally embedded daily pattern of prayer, faithfully reflecting the rhythm of the prayer life of the Catholic tradition. This wide-ranging provision encompasses significant moments of joy and sorrow and is enhanced further through regular retreats for pupils in the form of 'Prayer Fayres'. Resources are used effectively to create thought-provoking liturgies that are appreciated and treasured by the whole community. The themes demonstrate a deep understanding of the Church's mission and respond well to the bishop's initiatives. Scripture used during prayer and liturgy is thoughtfully chosen and informed by the liturgical season. All staff are models of good practice by their commitment and engagement with leading prayer and liturgy. They are skilled in helping pupils to plan and lead well-constructed times of prayer. Pupils in Foundation Stage and Key Stage 1 are supported in contributing to the planning of celebrations of the word: as pupils move through the school, Key Stage 2 pupils emerge as increasingly confident and competent in planning prayer and liturgy.

The use of space, both indoors and outdoors is exemplary and provides the community with a wealth of beautiful prayer spaces. Masses and liturgies of the word are held in the local parish church on a weekly basis. In this way, the school works hard to secure a flourishing partnership with the local parish.

St Philip Neri with St Bede is a deeply prayerful and spiritual community. Leaders and governors are highly effective in empowering the whole staff team to provide the highest quality of prayer and liturgy for pupils, through an inspirational programme of training in conjunction with the diocese and the Our Lady of Lourdes Catholic Multi-Academy Trust. As a result, leaders, governors and lay chaplains have the knowledge and understanding of what constitutes a high-quality liturgical experience. They have a thorough and comprehensive understanding of the Church's liturgical year. The annual plan of provision ensures that significant moments of sorrow and joy, alongside holy days of obligation and sacramental provision, are key features. For example, the school provides regular opportunities for Reconciliation during Advent and Lent. Leaders, including governors, have rightly prioritised provision for prayer and liturgy when setting budgets and this is evidenced in the wide range of resources available to pupils and staff. Monitoring and evaluation procedures are robust. Views of stakeholders are sought regularly and are acted upon. Feedback from all monitoring is given promptly and responses are systematic and thorough, leading to a continued development of outstanding practice. Governors are proactive: they understand extremely well the strengths of prayer and liturgy and the next steps to take.

Information about the school

Full name of school	St Philip Neri with St Bede
School unique reference number (URN)	141460
School DfE Number (LAESTAB)	8913769
Full postal address of the school	St Philip Neri with St Bede, Rosemary Street, Mansfield, NG19 6AA
School phone number	01623 489010
Headteacher	Daniel Steele
Chair of local governing body	Maureen Tunney
School Website	www.st-philipneri.notts.sch.uk/
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	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	10 October 2017
Previous denominational inspection grade	Good

The inspection team

Rachael Snowdon-Poole
Bernie Twomey

Lead
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

