

# Inspection of Blessed Robert Widmerpool Catholic Primary and Nursery School

Listowel Crescent, Clifton, Nottingham, Nottinghamshire NG11 9BH

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Inspection dates: 22 and 23 March 2022

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5  
of the Education Act 2005

Ofsted has not previously inspected Blessed Robert Widmerpool Catholic Primary and Nursery School under section 5 of the Education Act 2005. However, Ofsted previously judged Blessed Robert Widmerpool Catholic Primary and Nursery School to be outstanding, before it opened as an academy

## **What is it like to attend this school?**

This is a highly inclusive school. Everyone is valued and nurtured. Leaders have high expectations of pupils. The religious ethos permeates the curriculum. Pupils develop a mature grasp of spiritual, moral, social and cultural issues in the wider world. Staff make sure that pupils, including those who speak English as an additional language and those with special educational needs and/or disabilities (SEND), are supported well. Pupils enjoy a range of enrichment activities, including 'booky breakfast' and coding club.

Pupils are proud of their school. They said that their teachers make lessons fun and interesting. The school's key principles of resilience, resourcefulness, reflectiveness, responsibility and relationships lie at the heart of the school's work. They form the spine for all subjects in the curriculum. Pupils know and apply these principles well. They achieve exceptionally well.

Pupils' behaviour and attitudes are excellent. They are respectful, well mannered and polite. Pupils say that when incidents of poor behaviour do occur, adults sort them out promptly. They feel that adults do this in an age-appropriate way. Bullying is not tolerated. It happens rarely. Pupils know that this is a 'telling' school. They are encouraged to talk to adults if they are worried. They can use 'worry boxes' if they prefer. Pupils say that they feel safe at the school.

## **What does the school do well and what does it need to do better?**

Leaders have designed and implemented a coherent, well-sequenced curriculum from the early years through to Year 6. It is broad, ambitious and aspirational. The content of the curriculum is underpinned by research into effective learning. Topics of learning support pupils' understanding of fundamental British values and the religious ethos of the school. Teachers focus on helping pupils to 'plant the seeds' of knowledge 'that will one day grow'.

Subject leaders work well with teachers to ensure that they have a precise understanding of what pupils must know and remember in all subjects. Teachers use a range of effective resources and strategies to check pupils' understanding. Pupils are enthusiastic and competent learners. They apply their knowledge and skills in different contexts. For example, in history, pupils accurately describe aspects of Viking civilisation by considering the importance of historical artefacts.

Leaders ensure that reading is a high priority for all pupils. Phonics is taught as soon as children start school. The early years is rich with opportunities for children to develop their communication and language skills. Leaders aim for all pupils to be 'raring to read'. Pupils enjoy reading. They talk enthusiastically about different books and authors. Teachers match the books pupils read to the sounds they know. They quickly identify pupils who need more help with reading. These pupils receive effective and tailored support. Teachers provide extra phonics sessions when

needed. Pupils learn to read with confidence and increasing comprehension. Younger pupils relish the opportunity to read to the school's fish in the hall.

Leaders provide high-quality support for pupils, including those with SEND and those who speak English as an additional language. Teachers use appropriate resources and skilful strategies to make learning accessible. They make sure that all pupils have equal opportunities to learn well. Well-structured lessons ensure that pupils keep up. Pupils benefit from extra support when needed.

The religious ethos of the school is highly valued by all. Pupils learn to be kind to others. Pupils and staff enjoy the liturgy sessions which also support their mental well-being. Pupils who lead liturgy take pride in their roles.

The curriculum for pupils' personal development is strong. Pupils are well prepared for life in modern Britain. Pupils learn about relationships and sex education. They learn the importance of positive relationships and respect for those with protected characteristics. Pupils gain a deep understanding of how to live healthily. For example, children begin to learn techniques for keeping calm when they start school in the early years.

Pupils enjoy positions of responsibility, including as librarians, house captains and eco ambassadors. They enjoy broadcasting school news on the school's radio station. They are proud of their many charity fundraising activities. For example, pupils collaborated with other schools within the trust to fund the building of a school in Bunkpurugu in Ghana, Africa.

Senior leaders provide high-quality professional development for staff. Teachers appreciate the support from leaders for their workload and welfare. Teachers and leaders have frequent opportunities to share good practice and support colleagues working in other schools. Staff feel privileged to work at the school.

Governors and trustees have a secure understanding of the school. They share leaders' strong ambition and are not complacent. Governors are skilled and effective in holding leaders to account.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding children is at the heart of the school's ethos. Leaders and governors make sure that the care and safety of pupils are a high priority. Staff receive relevant and up-to-date training. Leaders make sure that staff are confident with safeguarding procedures. Staff are vigilant. They keep abreast of the latest information about the welfare of pupils in their care. Pupils learn how to keep safe. They learn about the potential risks to their safety and how to manage them. These include risks from drugs and alcohol and when online.

Leaders are persistent in their work with external agencies when necessary.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	137425
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10211883
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	249
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Nigel Stevenson
<b>Headteacher</b>	Luisa Maylard-Mason
<b>Website</b>	<a href="https://brwacademy.com">https://brwacademy.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school converted to become an academy school in September 2011. When its predecessor school, Blessed Robert Widmerpool Primary and Nursery School, was last inspected by Ofsted, it was judged to be outstanding overall.
- A new headteacher was appointed in 2015.
- The school is a member of Our Lady of Lourdes Catholic Multi-Academy Trust.
- The school's most recent section 48 inspection, which is an inspection of the school's religious character, took place on 27 November 2019. The section 48 inspection judged this aspect of the school's provision to be outstanding.
- The school does not use any alternative education providers.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, the deputy headteacher, the special educational needs and disabilities coordinator, the leader for the early years provision and several subject leaders. They also spoke with members of staff. Inspectors spoke with parents at the beginning of the school day and met with several groups of pupils.
- The lead inspector met with the chair of governors, several members of the governing body, the chief executive officer of the trust and a director for school improvement for the trust.
- Inspectors carried out deep dives into early reading, mathematics, history and design and technology. Inspectors looked at curriculum plans for these subjects with subject leaders, visited lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors spoke with subject leaders and looked at planning and pupils' work for other subjects. The lead inspector listened to pupils reading.
- Inspectors discussed with leaders and staff the school's approach to safeguarding pupils. An inspector checked the single central record. Inspectors reviewed records relating to behaviour, attendance and safeguarding. Checks were made on staff's training and safeguarding procedures.
- Inspectors considered the responses to Ofsted's surveys for parents, pupils and staff.

### **Inspection team**

Stephanie Innes-Taylor, lead inspector      Her Majesty's Inspector

Jackie Thornalley      Ofsted Inspector

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