



## DIOCESAN CANONICAL INSPECTION REPORT

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

### St Martin's Catholic Voluntary Academy

Stoke Golding, Nuneaton, CV13 6HJ

<b>School URN:</b>	138290
<b>Inspection Date:</b>	28 November 2017
<b>Inspectors:</b>	Mr Sean McClafferty and Mr Chris Maher

<b>Overall Effectiveness</b>	Previous Inspection:	Outstanding	1
	<b>This Inspection:</b>	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Good	2
<b>Collective Worship:</b>		Requires Improvement	3
<b>Religious Education:</b>		Outstanding	1

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

#### St Martin's Catholic Voluntary Academy is a good Catholic school.

- St Martin's is a good Catholic school. The school recognises, however, that robust further development is needed in order to ensure that the Catholic Life and Collective Worship aspects of this Catholic school reach the same high standards as those already achieved academically in Religious Education. Stronger strategic planning, monitoring and evaluation on a more systematic and regular basis need to be undertaken to ensure development and improvement on current practice. With a large proportion of the pupils from faith backgrounds other than Catholic, every opportunity to develop the spiritual and prayer life of the pupils must be given priority by the school.
- The quality of Catholic Life is good. However, there is a need for pupils to have a greater involvement in shaping the mission and Catholic ethos of the school. The spiritual development of pupils needs to take on a higher profile. The visible signs of the school's Catholic identity need to be more prominent and serve as a focus for prayerful activities.
- The quality of Religious Education is outstanding. GCSE results are well above the diocesan average. The Religious Education department has continued to develop and the quality of teaching and learning is consistently of a very high standard. Strong leadership within the department has supported the raising of standards.
- The quality of Collective Worship requires improvement. Greater involvement in the planning, delivery, leading and evaluation of different acts of Collective Worship by pupils is required. Further development and nurturing of the chaplaincy group will help with pupil engagement and will enrich the quality and variety of liturgical events.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Martin's Catholic Voluntary Academy is a smaller than average secondary school. The school is part of the St Dominic's Catholic Academy Trust.
- There are 656 pupils on roll, 18% are baptised Catholic; 52% of pupils are from other Christian denominations. 4% from other faith backgrounds and 25% have no religious affiliation.
- The following parishes are served by the school: St Peter's, Hinckley and St Peter's, Earl Shilton.
- 12% of pupils are at 'school support' stage.
- 1% of pupils have an EHCP (education and health care plan) or a statement of special educational needs and/or a disability.
- 15% of pupils are eligible for the pupil premium.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- The governing body and school leaders need to ensure that the Catholic Life of the school and Collective Worship are seen as priorities by the whole school community by:
  - Ensuring that reports and evaluations on improvements and developments required take place and are embedded into the life of the school and subsequently monitored.
  - Ensuring that staff induction for support staff new to the school takes place in a more formal way, particularly colleagues who may join mid-way through the year.
  - Introducing weekly opportunities for form Mass/liturgy so that all pupils no matter of age or faith experience the intimacy of small group prayer.
  - Ensuring that the quality assurance carried out by senior leaders is regular and robust and that policy and practice are aligned.
  - Taking every opportunity during the school day to develop the prayer life of pupils; for example, having visible signs of the school's Catholic identity situated in spaces where pupils can be encouraged to reflect and pray.
  - Ensuring that the school website properly reflects the true Catholic nature of the school.
- Collective Worship - to provide more opportunities for the pupils to plan, participate and lead in a range of different liturgical activities by:
  - Ensuring that meetings of the chaplaincy group take priority over any other pupil session, which may be taking place at this time.
  - Arranging for retreats to take place regularly for year groups other than Year 7.
  - Not only providing resources for staff i.e. slides, but modelling what and how to use these resources.
  - Involving pupils more in the shaping of the school's mission and ethos.
- Religious Education:
  - Ensuring that the school meets the episcopal requirement of 10% RE taught curriculum time in Key Stages 3 and 4.
  - A systematic approach to the monitoring of Religious Education is needed by governors in the school.

**As Collective Worship has been judged to 'require improvement', the school will receive a monitoring visit within one year of the publication of this report.**

## CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	2
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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 – good**

- There is a strong sense of community and belonging with an emphasis on being of service to others. Pupils are happy to support others in need and be involved in various fundraising activities e.g. collecting for foodbanks, reverse Advent calendar, CAFOD, cancer charities and weekly visits to a local care home.
- The very good behaviour of pupils and the sense of pride in their uniform and environment confirm that they appreciate the community to which they belong and accept the expectations, which accompany this.
- Pupils have an insufficient involvement in shaping the school's mission and ethos. They do participate in the school's evaluation of the Catholic Life but are unclear as to the difference that their contributions make. Their spiritual development (outside of Religious Education lessons) requires further attention.
- Each form group has a chaplaincy representative and this group meets up half-termly. There is also a 'prayer' group, which meets up each week. These pupils are committed to the faith and are an excellent resource which could be further developed. Attendance at meetings is often low due to other school activities taking priority.
- Pupils lack an understanding of what it means to have a vocation and have difficulty connecting this to their own lives.
- Pupils can identify the religious aspects of their own school and know about religious practice in their own school; though a number seem to lack a sense of connection to these.

### **The quality of provision for the Catholic Life of the school – good**

- There is a strong sense of community at all levels; this is achieved through the quality of relationships which exist throughout the school. The school has grown quickly and the challenge is to maintain this quality of relationship, ensuring that standards remain very high, but most importantly ensuring that the Catholic Life of the school remains a priority above all else. An example is that the visible signs of the school's Catholic identity are not as prominent as they could be in all classrooms or around the school.
- Staff commented positively on the positive relationships, and strong sense of community, which exists within the school. They feel that the school has a strong Catholic identity.
- There is a Year 7 retreat to the Briars in Derbyshire but no other formally arranged spiritual retreat experience is offered elsewhere by the school. There is clearly a demand from the pupils and with so many pupils who are not of a Catholic faith background attending the school, it should be considered a necessity. These 'encounters' with God will develop pupils' and staff relationships not only with one another but with God and so need to be carefully planned and implemented.
- There should be an expectation that in form time, there is some form of prayer and/or worship. The current provision of a slide with a biblical quote is used inconsistently by staff and from observation, does little by way of inspiring or engaging the young people.
- The behaviour of pupils is very good in lessons and around school; the school's behaviour policy has clearly had a positive impact and is aligned to Gospel values.
- The 'PREP' time at the end of the school day is used mainly for intervention, silent reading and other activities. The position of prayer, while clearly expected to take place by leaders, is not consistently adhered to.
- The Religious Education department is fully compliant with the diocesan Relationships and Sex Education (RSE) policy.

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

- There is a governor spirituality group which has been meeting for a number of years. It receives reports on various aspects of the Catholic Life of the school. The degree to which this group promotes and strategically plans improvements around the liturgical life of the school is something to be developed under the new chair of governors. The governing body has undergone a good deal of change and the new Chair demonstrates a real passion and desire to enhance and develop further all aspects of the Catholic Life of the school.
- The commitment of the headteacher, senior leaders, governors and chaplains towards the mission of the Church to be of service to the most vulnerable is a strong feature of the school.
- The school website does not fully reflect the Catholic nature of the school.
- New teaching staff are provided with an induction around 'working in a Catholic school' however, with support staff it can be less formal. Support staff and particularly those joining part way through the year can receive induction in an ad-hoc way. A more consistent induction process, with a core focus on working in a Catholic school should be developed so that all staff, including support staff have a full understanding of how they could contribute to the Catholic Life of the school, regardless of when in the year they join the school.
- Provision for leadership development is strong; the school has an experienced and large senior leadership group.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	<b>3</b>
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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 – requires improvement**

- Pupils take part in the prayer life of the school when given the opportunity. However, missed opportunities and an inconsistent approach from staff mean that pupils are not experiencing the full benefit of attending a Catholic school and developing a relationship with God.
- The Easter liturgies are filmed and help bring the Gospel to life; this is then watched by pupils and shared with parents. However, other formal Acts of Worship need to ensure that a broader range of pupils are participating and are fully involved in all aspects.
- In the minds of many of the pupils, Collective Worship is not seen as a priority. Participation in hymn singing is often poor and there appeared, for some, to be a reluctance to engage fully in other Acts of Worship observed.
- Prayer opportunities are not always fully appreciated by pupils. Some pupils speak positively about the school's prayer life but find it difficult to articulate its effect on their personal development.

**The quality of provision for Collective Worship – requires improvement**

- A biblical slide and quote provide a stimulus for reflections and discussion in class (in form and PREP time). However, not all staff take full advantage of this and there is an inconsistency in how teachers respond to this.
- In the assembly observed, there was a lack of spiritual development and reflection opportunities. Pupils did lead part of it in describing artwork in Rome, however engagement in this 'Act of Worship' by a number of pupils was passive.
- There is a shared school prayer for staff as well as pupils, this was observed in the Act of Worship. This has become routine and has ceased to impact on the school's sense of community. The prayer would be more effective in supporting spiritual development of pupils if it was linked to the Act of Worship.
- Consideration needs to be given to a regular form Mass taking place; with as many as 80% of pupils who are not from a Catholic faith background and not church goers, the school should introduce this to develop the spiritual growth of pupils, who have not previously had the opportunity to encounter God.
- Teachers accept responsibility for leading prayer although pupil involvement appeared limited; there was a lack of imagination in how to use the resources available or involve pupils.

### **How well leaders and managers promote, monitor and evaluate the provision for Collective Worship – requires improvement**

- Governors receive regular updates on the Catholic Life of the school either through governing body meetings or the 'spiritual life' group which has been created. They have had a clear understanding of how the Catholic Life of the school has been developing, although their impact on development and improvement is less strong.
- Views are sought from pupils and staff regarding the quality of Collective Worship; there appears to be gap between analysing weaknesses and implementing improvements.
- School leaders do evaluate the quality of liturgical experience, however there was a significant mismatch between what was reported by pupils through these surveys and what was observed and heard. A move from paper-based surveys to pupil focus group interviews may give a more accurate view of the quality of Collective Worship in the school.
- Leaders should develop a programme of professional development so that those planning and delivering Acts of Worship adopt a consistent approach which provides more opportunities for reflection and a greater influence of scripture.
- Although the majority of pupils from backgrounds other than Catholic, school leaders should be more strategic in building upon the experiences of those pupils (approximately a third of each cohort) who did attend one of the local Catholic feeder primary schools.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	<b>1</b>
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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

- Attainment in Religious Education is well above the diocesan average for GCSE outcomes. In 2016, the attainment results were: 79% A\*- C and in 2017 84% A\*- C. Pupils make outstanding progress in Religious Education at the school. The 2017 examination cohort made +0.71 progress from FFT Aspire.
- Feedback is highly effective, which means that pupils have a very detailed understanding of what they need to do to improve. They appreciate the school's approach to learning through the 'knowledge curriculum'.
- Evidence from pupils' Religious Education books demonstrates good learning across lessons. The effective assessment procedures in place mean that teachers build upon pupils' prior learning. Marking of assessments provides constructive feedback and pupils respond appropriately.
- Pupils demonstrate very articulate and deep knowledge of theological concepts and were able to answer complex questions about stewardship.
- Behaviour for learning is outstanding with pupils displaying positive attitudes in lessons. They openly engage in their learning and are often challenged by careful questioning which results in pupils making excellent progress.
- The Religious Education department has rightly identified that pupils eligible for Free School Meals are an area to focus on with intervention, despite being above the national average.

### The quality of teaching and assessment in Religious Education – outstanding

- Teachers communicate high expectations, passion and enthusiasm for the subject to the pupils. All pupils are expected to learn key concepts to develop their knowledge. They are tested each lesson from their knowledge organisers and with end of topic assessments.
- Feedback provides pupils with an excellent understanding of how to improve their work and there was evidence of this developing pupil understanding and supporting outstanding progress.
- All teaching within the Religious Education department is good or better. Teachers have a very high level of subject expertise and consistently use time to maximise learning opportunities in lessons.
- The Religious Education department moderates assessments effectively within the department, across the school and works in partnership with other Leicestershire Catholic schools.
- The curriculum for Religious Education is in a developmental stage, particularly in Key Stage 3. The school needs to update the website to explain the curriculum provision for Religious Education.

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

- Leaders share a common purpose and understanding of the importance of Religious Education. It holds a place of significance within the school improvement agenda. The subject leader for Religious Education has a clear vision, which results in Religious Education having a high profile in the life of the school. This is fully supported and encouraged by the headteacher who rigorously challenges the subject area so that it continues to have high outcomes.
- The subject leader for Religious Education demonstrates highly effective leadership, with clear monitoring strategies and use of coaching to support staff not only in Religious Education but to share good practice across the school.
- Governor monitoring and evaluation of Religious Education is in its infancy. A systematic approach to the monitoring of Religious Education is needed by governors in the school.
- Leaders need to ensure that this curriculum is skilfully designed to match the full range of pupils' needs to ensure that pupils gain first-hand a quality experience of the liturgical life of the Catholic Church.
- The school does not currently meet the episcopal requirement for 10% Religious Education curriculum time. Leaders do have plans to ensure that the school will meet this requirement for September 2018. The school needs to realise and implement its plans for ensuring that it meets this requirement.
- Religious Education is well resourced and the school has achieved its aim of a department with only specialist teachers.

## SCHOOL DETAILS

<b>School Name</b>	St Martin's Catholic Voluntary Academy
<b>Unique Reference Number</b>	138290
<b>Local Authority</b>	Leicestershire

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 6 Religious Education lessons and 1 Act of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education and two governors. A letter was received from the parish priest. Discussions were also held with pupils.

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

<b>Chair of Governors:</b>	Mr Jim Connolly
<b>Headteacher:</b>	Mr Clive Wright
<b>Date of Previous School Inspection:</b>	10 September 2012
<b>Telephone Number:</b>	01455 212386
<b>Email Address:</b>	admin@saint-martins.net

## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires Improvement
<b>Grade 4</b>	Inadequate

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

<b>Grade 1</b>	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
<b>Grade 2</b>	Good	The school is an effective Catholic school. Pupils' needs are met well.
<b>Grade 3</b>	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.
<b>Grade 4</b>	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.