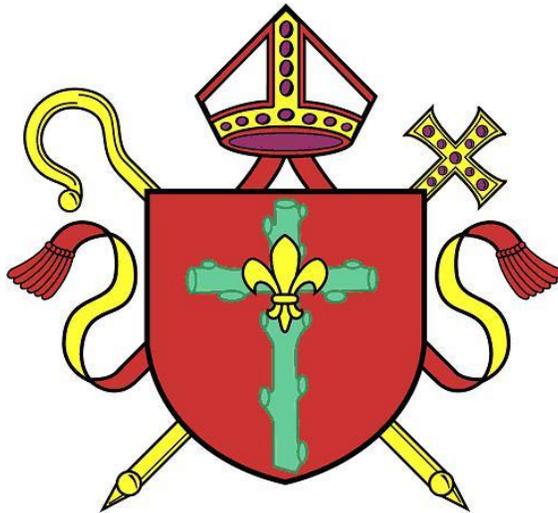


# DIOCESE OF NOTTINGHAM INSPECTION SERVICE



## SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

Saint Martin's Catholic Voluntary Academy  
Stoke Golding  
Nr Nuneaton  
CV13 6HJ

10 September 2012  
(Autumn Term 2012)

**URN: 120305**

## SECTION 48 DENOMINATIONAL INSPECTION REPORT

|                               |  |
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| <b>School:</b>                | <b>Saint Martin's Catholic Voluntary Academy</b> |
| <b>Headteacher:</b>           | <b>Mrs Brenda Carson</b>                         |
| <b>Chair of Governors:</b>    | <b>Mr Steve Smith</b>                            |
| <b>Date of Inspection:</b>    | <b>10 September 2012</b>                         |
| <b>Inspection Team:</b>       | <b>Miss W P Steciuk</b>                          |
| <b>URN:</b>                   | <b>120305</b>                                    |
| <b>Overall Grade Awarded:</b> | <b>1</b>   |

### Description of the school

Saint Martin's Catholic Voluntary Academy is a popular Middle Secondary School that gained Catholic Voluntary Academy status on 1 July 2012, as the first member of the Saint Dominic Catholic Academy Trust. The Academy is under the co-trusteeship of the Dominican Order and the Diocese of Nottingham. The age range is from 11 - 14 (Years 7, 8 and 9). It provides the only Catholic secondary school provision in the south of Leicestershire and therefore draws its community from a large catchment area. At the end of Year 9, students progress to one of the local upper schools. The principal feeder parishes and schools are St Peter's, Hinckley and St Peter and Saint Paul, Earl Shilton. The majority of students come from White British backgrounds with few students from minority ethnic groups and few students who are at an early stage of learning English. The proportion of students who are known to be eligible for free school meals is well below the national average at 7%. The proportion of students who are disabled and those who have special educational needs is below the national average. The school experienced a dip in intake in 2011/12 as a result of concerns around transport. Traditionally, the proportion of Catholic students on roll is around 35-50%. However, this has declined in recent times due to the changing demography of Catholic families in the two main parishes and feeder primary schools. 108 students (approximately 35%) are baptised Catholic. 143 students (approximately 47%) are from other Christian denominations. 46 students state that they are from other faith backgrounds.

## Overall effectiveness

There is much to celebrate in this outstanding school. There is a real sense of family with all in the community striving to achieve the very best outcomes for all and for the school to continue to be outstanding and grow. There is a sense of mission with a clear focus for the future. This is an ambitious school.

Students are valued and appreciate the opportunities provided for them. They are very aware of the part that they play in the vision of ensuring that the school is successful and they are proud to belong to this school family and generously give of themselves. They have a great sense of awareness of their responsibilities to help to build a more just and caring society. The school's mission, based on 'VERITAS', permeates all aspects in the school and is clearly understood and known by all. Plans are now in place to embed the school as an Academy and there is an aspirational vision to develop post Key Stage 3 provision in the near future.

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| <b>Overall effectiveness</b> | <b>Grade: 1</b> |
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## What does the school need to do to improve further?

- Further develop Quality Assurance systems across the Religious Education department.
- Introduce 'Days of Reflection' in Years 8 and 9 with a spirituality theme.
- Secure a second Religious Education resource base.
- Further develop plans to become an 11 - 16 school.
- Further development of the Academy to be a fully established Academy community.

## The school's capacity for sustained improvement

The school has been successful in addressing many of the areas identified in the previous inspection. It is clearly committed to driving forward an agenda of further improvement and change now that it has gained Academy status. Examples of this commitment can be seen in the development of an 'Executive Body' to coordinate the work of the Academy and by extending the Senior Leadership Team. In addition to this, is development and training in aspects of Key Stage 4 work as part of this vision. This clearly exemplifies this commitment. The school has ambitious plans for the future and is entering a new chapter in its life. It clearly has the capacity and strength to sustain outstanding improvement in the future.

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| <b>The school's capacity for sustained improvement</b> | <b>Grade: 1</b> |
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## **PUPILS**

### **How good outcomes are for pupils, taking particular account of variations between different groups**

Learning and progress at Saint Martin's is outstanding for all different groups of students. Students concentrate very well and are rarely off task. Their exemplary behaviour enhances their learning experience, as does the quality of their learning environment. Therefore, learning outcomes are good and often outstanding. Students have developed skills in questioning and enquiry and, as a result, are able to tackle challenging activities. They learn exceptionally well as they are keen to succeed and have the ability to take opportunities to enable them to do well.

The school piloted GCSE Religious Education at the end of Year 9, which indicated outstanding attainment and an inspirational move on the part of the school. Students are rarely off task even in extended periods without direction from an adult. They respond well to revision strategies and catch up work and resources provided are used consistently and effectively in order to consolidate learning. The school makes innovative use of new technology to support home learning. The proportion of students attaining higher levels in Religious Education has continually improved. The school is greatly enriched by students who lead and take responsibility for shaping the religious life of the school and wider community. Examples of this are seen in the work that students are involved in through for example: Fairtrade, School Council, Peer Mentoring Team (M20), in addition to the Parish Mission at Earl Shilton and Market Bosworth.

Students are fully immersed in the Catholic life of the school. They show curiosity, are imaginative, intuitive and understand what makes them who they are. Students are proud to belong to this community and are articulate in expressing their strong sense of belonging and worth and the contribution that they make as a student body. They express their own views and beliefs with confidence and are able to refer to Christian teaching which guides them in thought, word and deed. The school provides a range of resources and personnel to give pastoral support examples being: a Catholic Counsellor and Buddy System. Students value, understand and respect Catholic tradition and are very aware of where the school belongs in terms of the local community, parishes and the diocese. Students understand and value the Chaplaincy work that takes place in the school and they recognise the contribution they make to it. There is a high level of respect in the community. Students are alert to the needs of others. Relationships are excellent at all levels.

There is a culture of recognition, celebration and praise in the school and this is an accepted part of life at Saint Martin's. On the day of inspection, an outstanding act of worship was prepared and delivered by students. Students were engaged, interested and inspired by their peers. There was deep thought and heartfelt response. Students regularly prepare and lead worship with confidence and enthusiasm and this was very evident. They displayed a range of skills and used a variety of resources to support the liturgical experience. Students were confident in prayer. The Mission Statement is very much alive in the school and is revisited at the beginning of every new school year.

**How good outcomes are for pupils, taking account of variations between different groups**

**Grade: 1**

## **LEADERS AND MANAGERS**

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils**

Through an inspirational headteacher along with a strong and highly efficient Senior Leadership Team, this school is deeply committed to the Church's mission in education. There is real vision for the school and this is very successfully translated to the whole community through leadership at all levels. Examples of student leadership are the School Council and Library Council. Governors have recently increased the capacity of the Senior Leadership Team and this will allow Academy development to progress. Leadership of a Catholic community is evidenced in the way in which the school's Mission Statement is lived and reinforced in a wide range of aspects in the life and procedures in the school.

The school benefits from the work of Dominican and Foundation Governors and its work is enhanced by being involved with the Federation of Leicester and Leicestershire Catholic Schools, as well as the diocese. Link Governors are in place and arrange monitoring visits. Governors are keen to drive the school towards providing post Key Stage Three provision. Through planning and self-evaluation at all levels, there is unequivocal and explicit evidence that the Catholic mission of the school is a priority along with the spiritual and moral development of students. Students play a major part in the Catholic life of the School and are provided with many opportunities to do so.

Community cohesion in the school is strong at local, national and international level. Examples can be seen through the community gardening project and that the school has gained the International Schools Award. Liturgical leadership by students and staff enrich the experience and encourage wide participation. The school is proactive in engaging parents in a learning dialogue about their child and encouraging families to be involved in the life of the school. Subject areas run classes to help parents to support their child in their learning. Sports leadership is strong with initiatives taking place with local primary schools. There is an excellent programme for careers education and guidance and students are prepared well for their post Key Stage 3 education.

Leaders and managers monitor and evaluate the provision for Religious Education thoroughly and plan for improvement to outcomes for students. The Religious Education department takes a lead in this area. Lesson observations on the day of inspection confirm the school's judgement of good and outstanding teaching across the department. Behaviour is exemplary. Students feel safe at school. There is a real community spirit which is evident, where all are known, respected and valued. Students are proud to belong to the school and the outstanding provision for spiritual and moral development enables them to become independent and fulfilled human beings. The school is well supported by a Priest Chaplain and students are developing further confidence in designing, planning and leading liturgy.

Governors challenge the school and hold it to account through rigorous monitoring and analysis which leads to well targeted planning and school improvement. The Governing Body works very closely with the Leadership Team and they have a deep commitment to promoting Catholic Education so that all students have every opportunity to fulfil their potential.

It is clear that students have a highly sophisticated understanding of the school's mission, share its purpose and are keenly and actively involved in shaping and supporting it. Governors are aspirational for the school and have been successful in establishing the school as a Voluntary Academy.

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| <b>How effective leaders and managers are in developing the Catholic life of the school</b> | <b>Grade: 1</b> |
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| <p><b>PROVISION</b></p> <p><b>How effective the provision is in promoting Catholic Education</b></p> |
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At Saint Martin's, teaching is consistently highly effective in enthusing students and ensuring that they learn extremely well. Teachers deploy other adults well. Together, they are aware of students' capabilities, prior learning and their understanding. Teachers' subject knowledge is excellent. This inspires students and enables them to make outstanding progress. Resources are of a high quality and used very effectively and this enables maximised learning to take place. Students enjoy their work and are encouraged through marking and dialogue which are consistently of very high quality. This ensures exceptional learning and progress for all students. Assessment is rigorous and focussed. It provides an up to date picture of the achievement of all students. Intervention is put in place where it is thought necessary and this then promotes rapid improvement which leads to high levels of achievement. Students evaluate how well they have achieved and this gives them the confidence to understand what they have to do in order to improve further. The school sets challenging targets for all students and students understand what is expected of them. Rigorous and effective monitoring ensures that progress is made. The school is both creative and effective in its Religious Education curriculum and design and has taken steps since the last inspection to increase curriculum time for Religious Education. Students are enthusiastic and highly motivated. They respond well to the excellent opportunities that are provided for them.

Collective worship is central to the life of the school and prayer opportunities are offered in a variety and range of ways for both students and staff. Liturgy is well planned, appropriate and fully involves students. The school is guided by the liturgical seasons and themes related to other faiths are also explored. During this 'Year of Faith', the Angelus, or call to prayer, is marked by a midday bell. The Oratory provides a prayer space for quiet reflection. Opportunities for the development of wonder and awe were also observed in an English lesson that was taking place outside on the day of inspection, based around a poem on Creation. Staff pray together each day at their daily briefing and are also provided with Continuous Professional Development opportunities at both school and diocesan level in aspects of Spirituality and Prayer. The quality and participation of collective worship is outstanding as evidenced on the day of inspection.

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| <b>How effective the provision is in promoting Catholic education</b> | <b>Grade: 1</b> |
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| <b>Common grading scale for all inspection judgements</b> |                     |
|---|---------------------|
| <b>Grade 1</b>  | <b>Outstanding</b>  |
| <b>Grade 2</b>  | <b>Good</b>         |
| <b>Grade 3</b>  | <b>Satisfactory</b> |
| <b>Grade 4</b>  | <b>Inadequate</b>   |

## Inspection Judgements Summary

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|---|----------|
| <b>Overall effectiveness –<br/>How effective the school is in providing Catholic education.</b>   | <b>1</b> |
|   |          |
| How good outcomes are for pupils, taking particular account of variations between different groups.   | 1        |
| How effective leaders and managers are in developing the Catholic life of the school.   | 1        |
| How effective the provision is in promoting Catholic education.   | 1        |
|   |          |
| <b>How good OUTCOMES are for pupils, taking particular account of variations between different groups.</b>  | <b>1</b> |
| <b>How well pupils progress and enjoy their learning in Religious Education.</b>  | <b>1</b> |
| Taking into account:  |          |
| <i>pupils' standards of attainment in Religious Education;</i>  | 1        |
| <i>the quality of pupils' learning and their progress;</i>  | 1        |
| <i>The quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>  | 1        |
| <b>The extent to which pupils contribute to and benefit from the Catholic life of the school.</b>   | <b>1</b> |
| <b>How well pupils respond to and participate in the school's Collective Worship.</b>   | <b>1</b> |
|   |          |
| <b>How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.</b>  | <b>1</b> |
| <b>How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils.</b>   | <b>1</b> |
| <b>How effectively leaders and managers promote community cohesion.</b>   | <b>1</b> |
| <b>How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.</b>  | <b>1</b> |
| <b>The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.</b> | <b>1</b> |
|   |          |
| <b>How effective the PROVISION is in promoting Catholic education.</b>  | <b>1</b> |
| <b>The quality of teaching and how purposeful learning is in Religious Education.</b>   | <b>1</b> |
| <b>The effectiveness of assessment and academic guidance in Religious Education.</b>  | <b>1</b> |
| <b>The extent to which the Religious Education curriculum meets pupils' needs.</b>  | <b>1</b> |
| <b>The quality of Collective Worship provided by the school.</b>  | <b>1</b> |