



## DIOCESAN CANONICAL INSPECTION REPORT

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

### St Benedict Catholic Voluntary Academy

Duffield Road, Darley Abbey, Derby, DE22 1JD

<b>School URN:</b>	138622
<b>Inspection Date:</b>	14 March 2018
<b>Inspectors:</b>	Mr James McGeachie and Mr Chris Maher

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

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

#### **St Benedict Catholic Voluntary Academy is a good Catholic school.**

- The overall effectiveness of the school is good. Under the strong leadership of the headteacher and his senior team, recent changes, including the appointment of an inspirational new lay chaplain, have led to a more effective and inclusive programme of Collective Worship and greater opportunities for pupils to explore their faith. The governing body has recently become more proactive in monitoring the school's work and must continue to set high expectations and ensure that they are met.
- The Catholic Life of the school is good. Pupils feel that they are at the heart of the school and are able to explain what is special about this Catholic school. The impact of the newly formed 2:10 pupil chaplaincy group has been strong and they are empowered to play a greater part in developing the Catholic Life of the school. The school should seek to widen the number of pupils who are involved in shaping the Catholic Life of the school.
- Collective Worship is good. House acts of worship are well planned and often delivered by pupils. The form time 'Thought for the Day' is well resourced and consistently delivered each morning. Pupils recognise the impact the lay chaplain has had on empowering them to lead worship in the school. The school should now focus on encouraging pupils to be more independent and creative in planning and delivering acts of worship and form time activities.
- The quality of Religious Education requires improvement. The subject leader for Religious Education has brought about significant changes to teaching and learning in recent months, but these have not yet had a sustained impact on the quality of pupils' work and the progress that they make over time.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Benedict Catholic Voluntary Academy is a larger than average secondary school, with 1354 pupils on roll. It is part of The Holy Family Catholic Academy Trust.
- The school serves the parishes of St Mary's, Derby; St. Alban's, Chaddesden; St Joseph's, Derby; St George's, Derby; English Martyrs', Alvaston; Our Lady of Perpetual Succour, Belper; Christ the King, Mackworth and Our Lady of Lourdes, Mickleover.
- The school houses the enhanced resource provision for partially sighted, blind and severely disabled pupils in South Derbyshire.
- 43% of pupils attending the school are baptised Catholics. 4% are from another Christian background, 27% are from other faith backgrounds and 26% have no religious affiliation.
- A higher than average proportion of the school population is eligible for the pupil premium (34%) and 19% of pupils are at the 'school support' stage of the special educational needs and/or disabilities register.

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

- Continue to improve the quality of teaching and learning in Religious Education so that all pupils make at least good progress:
  - The Religious Education department should look to develop a wider range of approaches to learning to ensure that pupils carefully explore, through discussion, the wide variety of topics in the Religious Education curriculum.
  - To further improve the quality of learning and ensure that pupils make consistently good progress, teachers need to ensure that all lessons are carefully pitched to provide the appropriate level of challenge for all pupils.
  - Governors need to be secure that the recommendations for improvement have been acted upon and are having an impact on improving outcomes in Religious Education.
- Further strengthen the extent to which pupils make positive contributions to the Catholic Life of the school by:
  - Providing more opportunities for pupils to reflect on their faith and the teachings of Jesus Christ by creating more opportunities for in-school retreats.
  - The school should seek to offer a more regular, opportunity for Mass, which even those pupils travelling on buses are able to attend.
  - Ensure that a wider range of pupils have the opportunity to lead activities such as House Assemblies, acts of worship, form time and charitable fundraising events.
- Develop the procedures for monitoring and evaluating the school's work by:
  - Providing more opportunities for pupils to evaluate Collective Worship and the Catholic Life of the school.
  - Ensuring that the recently formed governors' Pupils and Ethos Committee adopts a strategic approach to sharing governors' expectations for the Catholic Life of the school and the quality of Collective Worship and then monitoring the school's work in these areas.

## 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**

- Pupils of all faiths and backgrounds are proud to attend this Catholic school.
- There is a strong sense of community, which is particularly evident in the House system. Pupils are keen to support those less fortunate than themselves and are regularly involved in fundraising for school or House charities. Pupils speak very positively about their school.
- The school has worked hard to ensure that all pupils, including those from other faiths or no faith and those from disadvantaged backgrounds are able to participate fully in the Catholic Life of the school.
- Pupils show interest in the religious life of others and there are many opportunities in this multi-faith community for pupils to develop an understanding of other faiths.
- The vertical form system has provided a sense of community and support within the school. Pupils feel that they are listened to, for example, they requested that the Chapel become a place for them to go to at lunchtime.
- Pupils, particularly those outside the chaplaincy group, should be given more opportunities to shape the school's mission and ethos.

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

- Relationships between staff and pupils are strong and are underpinned by genuine respect for each other. Pastoral programmes are pupil centered and contribute strongly to the pupils' feelings that the school cares about them.
- There is a relentless focus by all members of the school staff and the governing body on the most vulnerable pupils, including those eligible for the pupil premium and those with special educational needs or disabilities. As a result of this, pupils from these groups make progress in line with other pupils in many subjects.
- Leaders within the school have worked hard to ensure that staff morale is high and that they feel valued. This is very much appreciated by those working in the school.
- The Relationships and Sex Education (RSE) and Personal, Social and Health Education (PSHE) policies refer to Catholic teaching and principles and the behaviour policy is founded on Gospel values.
- The school should provide more opportunities, such as in-school retreats, for all pupils to explore their faith and the teachings of Jesus.
- Although displayed in some areas of the school, the school's mission statement could have a greater influence on the daily life of the school.

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

- The school's senior leaders and governors are committed to the Church's mission, as evidenced in their unswerving support for the school's disadvantaged pupils and ensuring that this cohort does not fall behind in any aspect of their schooling.
- The headteacher shows a strong commitment to the Catholic Life of the school and allocates staffing, time and financial resources accordingly.
- The lay chaplain is highly effective in ensuring that there are good opportunities for pupils to take part in liturgical events such as Ash Wednesday, which was planned and organised by pupils, who also distributed the ashes.
- There is a very strong staff induction programme, which supports teaching and support staff joining the school, so that they immediately feel part of the faith community and are confident to participate fully in the Catholic Life of the school.
- The recently formed governors' Pupils and Ethos Committee has started to monitor the Catholic Life of the school more rigorously. They should ensure that this monitoring is strategic and enables governors to communicate their high expectations and hold school leaders to account more effectively.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	2
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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 – good**

- The vast majority of pupils participated well in the excellent House Assembly which was observed on the day of inspection. Pupils have indicated that the quality of these assemblies is consistently high.
- Pupils regularly plan and deliver Form and House acts of worship and the confidence shown by pupils leading the McAuley House Assembly was very impressive.
- Acts of Collective Worship are sensitively planned to be inclusive and encourage full participation from all pupils including those of other faiths or no faith.
- The House system is well respected and valued and is a strong vehicle for Collective Worship.
- During form time a wide variety of opportunities for prayer and reflection are provided for pupils. During these form time acts of worship, it was evident that pupils often lead prayer and have the opportunity to reflect and worship.
- The school should now provide opportunities for pupils to be more creative in shaping the planning and delivery of Collective Worship, so that it does not necessarily always follow the same format.

### **The quality of provision for Collective Worship – good**

- Acts of worship are engaging and are regarded as very valuable experiences by the majority of pupils.
- The lay chaplain is a strong influence on the provision for Collective Worship and has ensured that morning worship is a meaningful spiritual experience, which, in the words of a Year 8 pupil, ‘helps you to find peace and sets you up for the day’.
- The lay chaplain is skilled in leading and planning worship of all kinds and has supported staff and pupils effectively in planning and delivering acts of worship.
- The school should develop a variety of approaches to prayer so that pupils experience a broader range of prayer. This could include scripture, reflection, religious artefacts, liturgical music and other forms of prayer.
- The school should seek to offer a more regular, opportunity for Mass, which even those pupils travelling on buses are able to attend.

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

- Collective Worship is a high priority for the school. Over the last year, a significant amount of time has been invested in ensuring that worship is more inclusive and engaging.
- School leaders lead by example in planning, resourcing and delivering House assemblies. They participate fully in liturgies and Masses.
- School leaders recently appointed a highly effective lay chaplain and following some student voice activities, a new approach to form time was introduced. This has been very effective and there is a now consistent approach to morning worship, which the pupils find very engaging.
- Governors regularly attend liturgical events in school and feed back to the Pupils and Ethos Committee about the quality of these experiences.
- The school’s strategic monitoring of Collective Worship should be developed to ensure that senior leaders and governors have a clear picture of the consistency and effectiveness of all forms of worship in the school.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	<b>3</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 – requires improvement**

- Attainment in Religious Education is below the diocesan average for GCSE outcomes. In 2016, the results were: 46% A\*- C and in 2017 50% A\*- C. Pupils made less than good progress in Religious Education at the school in 2017. The 2017 examination cohort made -0.69 progress (FFT Aspire).
- Recent improvements in teaching and in progress seen in pupils' work have not yet had a sustained impact on outcomes. The Religious Education department needs to embed the recent improvements to have an impact on outcomes. Disadvantaged pupils' outcomes are now a focus of the department; this is an area where further improvement is starting to be seen.
- During most lessons observed, pupils were engaged in a number of activities which promoted learning. They demonstrated good attitudes towards adults, each other and a willingness to learn. Pupils spoke positively about their Religious Education lessons.
- The Religious Education department has addressed the target from the last inspection regarding improving the learning environment; classrooms were very well presented with some excellent displays.
- Feedback to pupils is consistently good, which means that they have a detailed understanding of what they need to do to improve. The Religious Education department has a consistent approach to assessment. However, verbal feedback during lessons as pupils are learning is an area which needs further development.
- The Religious Education department now needs to improve further the quality of teaching and learning to ensure that the gaps are closed and all pupils are making more rapid progress.

### **The quality of teaching and assessment in Religious Education – requires improvement**

- The quality of teaching and learning in Religious Education requires improvement. Under the purposeful leadership of the subject leader for Religious Education, there has been a focus on improving the quality of teaching and learning in the department. There were many examples of effective teaching, however, this is not yet embedded and having a sustained impact on pupils' outcomes. In the minority of lessons, there was a lack of pace, often as a result of too much teacher talk. Where 'good' teaching was observed the pace of learning and quality of work produced by pupils were 'good.'
- Teachers are consistent in planning 'challenge' learning objectives. However, these are often task driven rather than focusing on higher level learning challenges. Questioning in lessons does not always provide enough challenge, particularly for the most able learners.
- Formal assessment, such as in the end of unit assessments, is consistently good and has a positive impact on learning. A key focus for the department is the use of exam skills and terminology, which was evident both in the lessons observed and through the work scrutiny. However, oral feedback in lessons requires improvement as it is not always directly matched to what individual pupils need to do to improve.
- Behaviour in lessons was generally good. However, in the minority of lessons, pupil engagement was not as good because of a lack of pace or variety of learning activities. In some lessons, pupils' responses to feedback were not leading to improved learning.
- The Religious Education department should look to develop a wider range of approaches to learning to ensure that pupils carefully explore, through discussion, the wide variety of topics in the Religious Education curriculum.
- To further improve the quality of learning, teachers need to ensure that all lessons are carefully pitched to promote the appropriate level of challenge for all pupils.

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

- Leaders have begun to take effective action to improve standards in Religious Education with rigorous quality assurance systems now in place. Leaders have acted upon a review carried out earlier in the year to improve assessment and the quality of feedback.
- Leaders recognise that there needs to be more of a focus on differentiation within lessons and an improvement in outcomes for all groups of pupils, particularly disadvantaged and high ability pupils.
- Leaders recognise that not many pupils are choosing Religious Education in the sixth form and have put in place measures to increase the numbers of pupils choosing Religious Education; however, this is an area, which needs to develop further.
- The subject leader for Religious Education has a strong vision for the department, particularly regarding intervention for different groups of pupils. The head of department has been well supported by other colleagues in the department and there are now strong systems of accountability in place.

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- The school fully meets the episcopal requirement for 10% Religious Education curriculum time in all year groups.
- Although the link governor for Religious Education took part in the recent review of the Religious Education department, the monitoring of standards in Religious Education from governors is not yet embedded. Governors need to be secure that the recommendations for improvement from the review have been acted upon and are having an impact on improving outcomes.

## SCHOOL DETAILS

<b>School Name</b>	St Benedict Catholic Voluntary Academy
<b>Unique Reference Number</b>	138622
<b>Local Authority</b>	Derby City

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 13 Religious Education lessons, an Act of Collective Worship and three form periods.

Meetings were held with the headteacher, the subject leader for Religious Education, governors and a parish priest. 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.

<b>Chair of Governors:</b>	Mrs Sheri Medcalf
<b>Headteacher:</b>	Mr Kevin Gritton
<b>Date of Previous School Inspection:</b>	04 February 2013
<b>Telephone Number:</b>	01332 553032
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## 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.