



DIOCESAN CANONICAL INSPECTION REPORT

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

St Joseph's Catholic Voluntary Academy

Main Road, Boughton , Newark, Nottinghamshire, NG22 9JE

School URN:	122822
Inspection Date:	13 March 2018
Inspectors:	Dr Eilis Field and Mrs Patricia Hurd

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

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Joseph's Catholic Voluntary Academy requires improvement.

- The school is well regarded in the community. 'It is the best school in the area'; 'The headteacher and teachers are brilliant', are typical of the views expressed by parents. Over the last year, ably supported by the recently appointed deputy headteacher, the school has taken appropriate action to improve standards across the school but more time is needed for these improvements to embed and to lead to sustainable improved standards.
- Collective Worship requires improvement but is improving and on the cusp of good. Senior staff lead thoughtful and spiritually uplifting Acts of Worship. Pupils value the role of prayer and liturgy in the school and are keen to be involved in leading Acts of Worship. Some pupils are becoming involved in leading class-based Acts of Worship but this is still in its early stages of development and they are not yet secure in independently planning and leading Acts of Worship. It is also evident that at this stage any expertise is confined to a relatively small group. Pupils do evaluate Acts of Worship but their evaluations do not yet reflect the levels of religious literacy expected for their age group.

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- The Catholic Life of the school is good. The school's mission statement, 'Growing in love in the spirit of Christ for the benefit of all' is strongly evident in the level of care and consideration shown by the staff to pupils and the excellent behaviour of the pupils. The strong Catholic ethos is also reflected in the bright and attractive learning environment and high-quality displays.
- Religious Education requires improvement. End of Key Stage 2 pupil outcomes have been significantly below diocesan averages for three years, even taking into consideration the undoubted low starting points of a significant number of pupils. Improvements to the overall quality of teaching and learning in Religious Education have been made over the past year and their impact is already evident in lessons and in pupils' books. The leadership and drive of the recently promoted deputy headteacher, who is also the subject leader for Religious Education has been pivotal to these improvements. With her continued input, these improvements will become embedded and will result in more pupils working at the level expected for their age group.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Joseph's is an average sized primary school situated in New Ollerton, a former mining area in the North of Nottinghamshire. There are currently 239 pupils on roll.
- The school serves the parish of St Joseph's, Ollerton.
- The school is part of the Aquinas Catholic Academy Trust.
- 23% of pupils are baptised Catholics, 42% are from other Christian faiths, 2% are from faith backgrounds other than Christian denominations and the remaining 33% have no religious affiliation.
- There are 12% pupils with SEND (special educational needs and/or a disability) at school support stage, none of whom have an EHCP (education, health care plan).
- 35% of pupils are eligible for pupil premium.
- There has been a high turnover of staff over the past three years and recruiting new staff has been a significant issue for the school.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Further improve the Catholic Life of the school by:
 - Further developing the monitoring and evaluation of Catholic Life so that it is systematically evaluated against the criteria in the *evaluation schedule* in order to ensure that the correct priorities are targeted and improvements are built upon.
 - Increasing pupils' involvement in setting the vision for the Catholic Life of the school and its monitoring and evaluation.
- Improve the quality of the Collective Worship in school by:
 - Further developing pupils' confidence and skills in independently planning and leading Acts of Worship at class and whole school level.
 - Developing staff confidence in promoting pupil-led liturgy.
 - Further developing the monitoring and evaluation systems already in place so that that the impact of actions taken to improve the liturgical life of the school is accurately assessed and systematically built upon.
- Raise standards in Religious Education by
 - Embedding and developing the improvements already in place so that pupils make accelerated progress from their starting points.
 - Develop teachers' ability to facilitate active learning and pupil dialogue to raise pupils' level of understanding and challenge more able pupils.
 - Developing pupils' understanding of the 'driver words' as a means by which they can take ownership of their learning through self-assessment of their work, knowing what they need to do to improve further and up-levering their work.
 - Developing more systematic and regular monitoring and evaluation of Religious Education in order to accelerate pupil progress.
 - Being more analytical in tracking pupil progress in Religious Education so that that the accuracy of the school's hypothesis about the impact of significant groups of pupils on pupil outcomes is tested and can be clearly demonstrated.

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 value the Catholic ethos of the school. They know the mission statement 'Growing in love in the spirit of Christ for the benefit of all' and feel it is what makes the school special.
- Each class signs up to the mission statement by creating a beautiful motif to display on their wall made of up of their finger prints.
- Pupils support a variety of charities through various activities, for example, a Lenten sponsored Yoga for the NSPCC and delivering Harvest produce to the local community.
- The high level of pupil engagement in charitable works is celebrated in a 'School and Parish Community' hall display which is organised and updated by the Year 6 'Liturgy Squad'.
- The excellent behaviour of pupils belies the personal challenges experienced by many of them.
- Pupils are respectful of other faiths and understand that to be Catholic means to be mindful and respectful of all others.

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

- All of the staff live out the mission statement in the kindness and consideration they show to the pupils, to one another and to visitors to the school.
- Staff work hard to ensure the environment is bright and welcoming and that high-quality displays serve as visual reminders of the Catholicity of the school.
- Staff know the pupils well and are sensitive to their needs. The appointment of a family worker has enhanced the care of the school's most vulnerable pupils.
- The behaviour policy incorporates the school's mission statement and reflects the school's Gospel values.
- Mindful of the limited experience of other faiths for many pupils, the school organises an annual multi-faith trip to Leicester for all Year 5 and 6 children.
- The school's Relationships and Sex Education (RSE) programme is in-keeping with the Church's teaching. Year 5 and 6 use materials from Sister Dorothy's programme and 'A Journey in Love' is used throughout rest of school.

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

- School leaders, governors and staff are deeply committed to sustaining and developing the Catholic Life of school.
- Over the past year, the deputy headteacher/subject leader for Religious Education has worked closely with the primary adviser for Religious Education to improve all aspects of the Catholic Life of the school and is ensuring that the school diligently follows through suggestions for improvement.
- The Catholic Life of the school is monitored by both governors and senior leaders. This needs to be further developed to become systematic and focused, so that areas for improvement are targeted and the impact of actions taken is evaluated.
- Pupils are becoming involved, to an extent, in the monitoring of Catholic Life, but this involvement could be further developed so that they play a genuine role in planning actions for further improvements and monitoring their impact.
- The school is working closely with the Aquinas Catholic Academy Trust and the subject leader for Religious Education has been proactive in seeking advice and support from other schools in the MAT.
- The overall morale of staff did not appear to be high. However, since she has been released from her class commitments, the deputy headteacher is clearly demonstrating her ability to support the headteacher in addressing this through developing staff confidence in their skills and expertise which will translate into improved outcomes for pupils. It is imperative that the deputy headteacher retains her leadership time if these changes are to be sustained and developed.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	3
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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 show respect and reverence in Collective Worship and join in joyfully with singing.
- Pupils confidently join in with responses and prayers. They know the liturgical seasons and their associated colours.
- Pupils value the prayer life of the school and it clearly plays an important role in the lives of the pupils, particularly the most vulnerable.
- The whole school Act of Worship led by the headteacher made good links with the Sunday readings and to our call to respond to God's call during Lent. It demonstrated pupils' knowledge of the traditions the Church. There was no evidence at all, however, of pupil leadership and in discussions, pupils expressed surprise at the idea of their leading whole school Acts of Worship.
- Pupil chaplains are being developed and are leading Class Worship. Their skills in doing this however, are still in the early stages of development and are not yet at the expected level for their age group. It is also evident that pupil skills in leading Acts of Worship at this stage are confined to a relatively small group of pupils.
- Pupils have begun to evaluate Acts of Worship but do not yet have the Religious Literacy to carry out these evaluations at the expected level for their age group. Comments made by pupils in upper Key Stage 2 do not vary much from those in the younger classes.

The quality of provision for Collective Worship – good

- Staff value the prayer life of the school, in Collective Worship they whole heartedly join in with prayers and hymns.
- Prayers and displays are of a consistently high standard throughout the school. Prayer areas in all classes were of a high quality and appropriate for the Lenten season. Each class had created a motif for the mission statement made up of the pupils' finger prints. In one class, for example, this was in the form of a dove, in another a tree.
- Pupils are given the opportunity to use their 'Prayer Journals' to reflect on their spiritual journey. At this stage however, their reflections do not always match the age and ability of the pupils.
- The school has invested in high quality resources, such as Let us Pray, Ten, Ten and John Burland and these are aiding staff and pupil confidence in leading high-quality Acts of Worship.
- Pupil 'Religious Education Ambassadors' have access to a wide range of resources in a specially provided 'liturgical trolley'. They enjoy selecting resources for Acts of Worship and class prayer corners.
- Staff are able to lead Acts of Worship but are less skilled in developing pupil-led liturgy.

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

- The prayer life of the school is seen as a main priority by governors and school leaders. The sincerity of the headteacher's and deputy headteacher's personal faith is strongly evident.
- Leaders model adult-led Acts of Worship but need more confidence in developing pupil-led Acts of Worship.
- The views of pupils and parents about the quality of Collective Worship are sought but these are not yet systematically analysed and acted upon.
- The deputy headteacher/subject leader for Religious Education has been extremely proactive over the last year in securing support and advice from the diocese and developing staff skills in enabling high quality Acts of Worship. These skills now need to be embedded and developed further.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	3
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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

- There has been a downward trend in pupil end of Key Stage 2 outcomes in Religious Education over the past 3 years (Level 4+: 2015 69%, 2016 55%, 2017 52%).
- Pupil outcomes in Key Stage 2 are significantly below the 2017 diocesan average of 67%.
- Pupils report that they now enjoy Religious Education and many feel that the level of challenge is at least in line with that of other core subjects.
- Work in pupils' books shows a marked improvement over the past year and suggests that the current rate of progress is good but this has yet to be sustained over time and in the overall impact on end of Key Stage outcomes.
- Pupils are aware of the 'driver words' in Religious Education but do not yet understand them or how they can use them to self-assess and improve their work.
- Behaviour for learning in lessons observed appeared to be good but this may have been in part due to the high level of adult support seen in all classes. In discussions, pupils reported being distracted by talking in lessons as an area for improvement in the school.

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

- In classes it was evident that teachers are working hard to implement improvements recommended by the primary Religious Education adviser.
- Much of the teaching observed was good. Where lessons were judged to be good, activities were well planned and differentiated to the needs of the pupils and in most classes, there was a good pace to the lesson.
- It was evident in some classes, however, that further support is needed to develop some teachers' understanding of the need for a 'learning' rather than 'task-based' approach to teaching.
- Questioning and facilitating dialogue is not yet developed and teachers asking closed questions and accepting one or two word answers was in evidence in many classes.
- Strategies such as talking partners are used but their impact on learning is limited as teachers do not use them as opportunities to assess and further develop pupils' understanding.
- Pupils' books show that the school's marking policy is becoming embedded although feedback does not yet consistently further develop learning.

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

- The school is fully compliant with the episcopal requirement to devote 10% of curriculum time to Religious Education.
- The school tracks pupil progress in Religious Education. Leaders need to take a more analytical approach in order to ensure that the assumptions they are making about the impact of certain groups of pupils on overall outcomes are tested and provide strong evidence for the accuracy of the school's self-evaluation. For example, the headteacher asserted that the high mobility group of pupils in Upper Key Stage 2 accounted for poor pupil outcomes but the data had not been filtered and the leadership was unable to substantiate this theory.
- Leaders monitor the quality of teaching and learning in Religious Education, however, this now needs to be more systematic and tightly focused to ensure that improvements are built upon and sustained.
- The deputy headteacher has worked closely with the diocese and has supported staff in making the necessary improvements. This is evident in much of the teaching and in pupils' books but more time is now needed in order to impact on pupil outcomes and redress previous gaps in learning.

SCHOOL DETAILS

School Name	St Joseph's Catholic Voluntary Academy
Unique Reference Number	122822
Local Authority	Nottinghamshire

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 8 Religious Education lessons and 2 Acts of Collective Worship.

Meetings were held with the headteacher, the deputy headteacher/subject leader for Religious Education, the chair of governors and the 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.

Chair of Governors:	Mrs Wendy Mounsey
Headteacher:	Mr Michael Donoghue
Date of Previous School Inspection:	12 November 2012
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WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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

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